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ABSTRACT

An eclectic social studies model for grades 4-6 is described in this practicum. The report of this project, which was developed for the West Islip, New York, public schools and implemented there in 1975, is presented in six chapters: (1) "Analysis of the Problem" identifies weaknesses of the existing social studies program and assesses curriculum needs; (2) "Strategy" delineates the components of a modern program based on the philosophy of social studies education of the West Islip Board of Education; (3) "Selection of Pilot Programs" describes the process of choosing the seven social studies projects which were field-tested in 23 elementary classes; (4) "Installation of Pilot Programs" discusses prerequisite conditions and provision for transitional support and presents a description of pilot-program children and teachers; (5) "Evaluation of Pilot Programs" lists performance objectives developed by the National Council for the Social Studies and adopted by the West Islip Steering Committee; and (6) "Development and Installation of the Model" presents a summary of the model and discusses its implementation. Extensive documentation in the form of tables, appendices, and a bibliography is included in the document. (Author/DB)

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THE INSTALLATION OF A MODERN SOCIAL STUDIES PROGRAM IN GRADES 4 - 6 IN THE WEST ISLIP PUBLIC SCHOOLS

by

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Submitted in partial fulfillment of the
requirements for the Degree of
Doctor of Education
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ABSTRACT

The purpose of this practicum was to install a modern social studies program in Grades 4 - 6 in the West Islip Public Schools in the fall of 1975.

A district elementary Social Studies Steering Committee was organized. Goal and financial commitments to elementary social studies were obtained from the district. A West Islip Philosophy of Social Studies Education was developed. Performance Objectives for elementary social studies were adopted.

The district faculty was afforded opportunities for input via the completion of several surveys. Articulation with the secondary schools was initiated.

New social studies programs were investigated by a variety of means, including research of the literature. Seven social studies projects were field-tested in 23 elementary classes distributed in eight West Islip elementary schools.

Evaluation of these programs resulted in the development and installation of an ecclectic social studies model in the West Islip Public Schools. The model, based on performance objectives, reflects contemporary thought in elementary social studies education.

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INTRODUCTION

The overall objective of this practicum is to install a modern social studies program in Grades 4 - 6 in the West Islip Public Schools (Long Island, New York) in the 1975-1976 school year. The original plan to install a K - 6 social studies program was discarded for the following reasons.

(1) Four official requests for teachers to serve on the Social Studies Steering and Study Committees resulted in two primary teacher volunteers.

(2) On the elementary staff of 270, one teacher in Grades K - 2 expressed an interest to field test a new social studies program.

(3) The overall condition of the economy and inflation placed financial constraints on purchases. (Appendix A)

The specific objectives of the practicum are:

to conduct a needs assessment of the existing social studies program.

to obtain a goal and financial commitment from the West Islip Board of Education and administration to a modern social studies program.

to obtain a commitment from the professional staff to the goals and objectives of a modern social studies program.

To examine new social studies through a variety of means.

to field test social studies programs in the West Islip elementary schools.

to encourage K - 9 articulation in the West Islip Public Schools.

to provide a vehicle for coordination of the elementary social studies program in West Islip.

Rubin's model, "The Process of Innovation"[1] is used as the basic design of this practicum.

I. Analysis
   - identifying a weakness
   - analyzing the causal factors
   - comparing alternative correctives
   - identifying potential mechanisms for implementing the change

II. Strategy
   - What kind of innovation is to be installed?
   - Who will engineer the installaticn?
   - How may the receiving environment be prepared for its inception?

III. Selection

IV. Installation
   - Analysis of the innovation's requirements
     - training
     - materials
     - integration with the existing program
   - Initiation of the influence strategy
     - inducing dissatisfaction
     - clarifying the reasons for change
   - Establishment of the prerequisite conditions
   - Installation of the innovation
   - Provision of transitional support
   - Integration with the permanent system

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[1] Louis J. Rubin, "Curriculum and Instruction Study Guide", National Ed.D. Program for Educational Leaders, Nova University Press, Fort Lauderdale, Florida, 1972. p. 131-135.

The Evaluation of the social studies programs field-tested employs the CIPP model developed by Daniel L. Stufflebeam.

A. A record of objectives

B. Program design

C. Attainments of implemented programs

The model for the modern 4 - 6 social studies program for the West Islip Public Schools is presented in Appendix GG.

CHAPTER I

ANALYSIS OF THE PROBLEM

Identifying a weakness

An analysis of the elementary social studies curriculum in the West Islip Public Schools revealed several deficiencies. The weaknesses of the elementary social studies program were identified using the following strategies:

a) A needs assessment of the present social studies curriculum was conducted at the building and district levels.

b) The New York State survey, "A Guide for the Review of a Program in Elementary Education - Social Studies" was administered to the intermediate faculty of the Manetuck Elementary School and the social studies faculty of the Beach Street Junior High School. Returns from 54% of the elementary and 63% of the junior high staffs were analyzed.

c) A survey developed from the National Council for the Social Studies Curriculum Guidelines administered to five district elementary teachers was analyzed.

d) Requests by district teachers to field test new social studies programs were examined.

e) The personal experiences of the writer as teacher and administrator in the district for 21 years revealed overall weaknesses in the elementary social studies program.

The following deficiencies in the elementary social studies program in the West Islip Public Schools are delineated:

a) District goals and objectives for elementary social studies have not been established. The New York State Social Studies recommended curriculum of 1969 is the basic curriculum utilized. 55% of the teachers responding to the NCSS Survey (Table 5) indicate that objective 4.0 - "Objectives Should Be Thoughtfully Selected and Clearly Stated ..." was "hardly at all" or "not covered" in West Islip. A teacher request to field test a new social studies program states: "... there is a need for a curriculum(a) for the needs of West Islip." (Grade 4)

b) The present social studies curriculum is not responsive to the interdisciplinary requirements of a modern social studies program. 75% of the teachers responding to the New York State Survey (Table I) indicate that the interdisciplinary aspect of the social studies program needs improvement. 80% of the teachers responding to the NCSS Survey (Table 5) question 3.4 - "Does the program draw upon all of the social sciences ...?" rate the present program "hardly at all."

Examinations of social studies curriculum materials used in West Islip indicate that the social science disciplines of anthropology and social psychology are inadequately treated.

c) The elementary social studies curriculum does not reflect a sequential base. 82% of the respondents to the New York

TABLE I

SUMMARY OF RESPONSES TO SELECTED ITEMS OF ELEMENTARY AND SECONDARY TEACHERS TO "A GUIDE FOR THE REVIEW OF A PROGRAM IN ELEMENTARY EDUCATION"

Check (√) the column most applicable to each item. (If the item does not exist or does not apply in your school, please explain under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Social Studies Education		
1. The local curriculum is consistent with the State program K-6*, reflecting:		
• an interdisciplinary approach.	0	9
• inquiry processes and skills	0	9
• concept development.	2	6
• incorporation of variety of media.	4	5
• ongoing evaluation and revision.	2	7
• student, teacher, and community participation.	1	9
2. The social studies program has continuity and articulation from grade to grade, and teachers have a meaningful perception of the K-12 program	2	9
3. Some form of functional K-12 instructional and curricular coordination in social studies exists	4	8
4. Teachers are involved, or involve themselves, in:		
• inservice programs.	3	8
• professional organizations.	5	6
• professional reading related to social studies/social sciences.	4	7
5. Teachers use a meaningful, developmental approach to the teaching of social studies, including:		
• attention to social studies skills and terms.	10	2
• involvement of students in problem solving, decision-making activities	8	4
• ability to plan for and utilize media materials and equipment	8	3
• provision for learning experiences which are not totally reliant upon a child's reading ability.	6	6
	2	10

Check (✓) the column most applicable to each item. (If the item does not exist or does not apply in your school, please explain under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Social Studies Education (cont.)		
6. Teachers use a variety of teaching-learning activities and materials incorporating:		
• increasing use of individualized instruction	3	8
• a variety of media and materials (which are in the classroom, or readily available)	5	7
• community resources and field experiences.	2	10
• the use of objects and pictures to help children discover concepts.	8	4
• up-to-date, relevant topics and information, i.e., environmental programs, minority rights and conditions, etc.	6	6
• curriculum materials developed nationally and regionally . . .	2	10
7. Teachers and administrators conduct continuous and meaningful evaluation, including features demonstrating that:		
• diagnostic and remedial activities are an evident part of the instructional program, including oral as well as written techniques	1	9
• evaluation is related to the objectives of the program	3	8
8. Administrators display:		
• interest in and awareness of latest developments in social studies instruction	5	7
• a positive attitude toward flexibility of program and procedure.	7	5
• concern for adequately supplying materials, equipment, and information for a dynamic social studies program	4	7
• conscious support for social studies program development and evaluation	7	5

* Note: Middle School: reflects continuity with both elementary and secondary.

Comments: Items 1, 2, 3, 6, and 7 are areas of the present social studies program that need improvement.

State Survey (Table I) indicate that this area needs improvement.

d) District-wide elementary social studies curriculum coordination is deficient. 66% of the respondents to the New York State Survey (Table I) indicate that social studies coordination needs improvement. Teachers' requests to participate in social studies pilot programs state:

"Being a first year teacher I have not developed a set social studies program for my third grade class." (Grade 3)

"I have found that the fourth grade book gives only an introductory look at American History..." (Grade 4)

e) An examination of the social studies testing program indicates that social studies tests administered are designed to measure cognitive achievement based on textbook material. Evaluation of the elementary social studies is not based on program goals and objectives. 49% of the teachers responding to the NCSS Survey (Table 5) indicate a deficiency in evaluation of the social studies.

f) The West Islip Public Schools have adopted the concept of individualization of instruction as the primary instructional goal for the elementary schools. (Appendix B) The social studies curriculum does not accommodate individualized instruction. 90% of the teachers responding to the NCSS Survey (Table 5) indicate a deficiency in this area. A teacher request to field test a social studies program states:

"I believe a multi-media non-graded social studies program should be adopted in the elementary schools. I have tried to individualize my program with the aid of some different media for the past few years and am willing to participate in the pilot program." (Grade 5)

The social studies curriculum does not accommodate children's reading abilities. 50% of the teachers responding to the New York State Survey (Table I) indicate a deficiency in "provision for learning experiences which are not totally reliant upon a child's reading ability." Teacher requests to field test new social studies programs state:

"The books and materials I now use in my classroom tend to be too difficult in reading and understanding for a number of my students, and I am interested in trying anything new and different." (Grade 6)

"My own personal interest in history plus (a desire) to try a new approach especially for my slower readers (are my reasons for requesting a pilot program)..." (Grade 6)

"... reading level is too high for poorer readers." (Grade 6)

g. Social studies textbooks used in West Islip are not contemporary.

Grade 1	Families and Their Needs	Silver Burdett	1966
Grade 2	Communities and Their Needs	Silver Burdett	1966
Grade 3	People Use the Earth	Silver Burdett	1966
Grade 4	Great Names in American History	Laidlaw	1965
	Great Americans	Fiedler	1966
Grade 5	In The Americas	Scott Foresman	1965
Grade 6	Beyond the Americas	Scott Foresman	1964

50% of the teachers responding to the New York State Survey (Table I) indicate a deficiency in "up-to-date, relevant topics and information..." Teacher requests to field test new social studies programs state:

"Materials now used are archaic, uninteresting, poorly organized." (Grade 6)

"I find the current social studies textbook lacking in interest level and activities for the children." (Grade 4)

A needs assessment of social studies materials (filmstrips, single concept looks, study prints and transparencies) available from the district media center was undertaken. (Appendix C)

Teachers generally express dissatisfaction with the relevancy, timeliness and availability of these materials for classroom use.

Analyzing the causal factors

There are several interrelated causes for the inadequate elementary social studies program in the West Islip Public Schools.

a) Social studies education is not a priority of the elementary curriculum.

b) The financial commitment of the district to elementary social studies is negligible.

c) Supportive personnel are not assigned to the area of elementary social studies.

The isolation of social studies from instruction in the basic skill areas of reading and math has relegated social studies to a subordinate status in the minds of the professional staff, Board of Education, children, and the general public. Social studies education should be incorporated with the other essential learning skills and not based upon isolated accumulation of content material.

The inductive learning strategy presented in the Handbook (Appendix GG) is applicable to reading, language arts, and science education as well as social studies.

66% of the teachers responding to the NCSS Survey (Table 5) indicate that objective 9.0 - "Social Studies Education Should Receive Vigorous Support as a Vital and Responsible Part of the School Program" was "hardly at all" or "not covered."

The New York State testing program contributes to the minimal commitment of the district to elementary social studies. State examinations in math and reading are required annually for grades 3, 6 and 9 in New York State. District test results become public record. The district and individual schools apply personnel and financial resources to reduce the numbers of children scoring below minimum competency. State aid is affected by student achievement. Social studies examinations with accompanying funds for reducing deficiencies in social studies achievement are not operative in New York State.

State and national priorities in reading, math and science contribute to the low status of social studies in the district. The NDEA Act of 1958 designated the areas of science, math and foreign languages as national concerns.[1]

A national "Right to Read" effort began in 1969. The late James E. Allen's goal was "... that by the end of the 1970's the right to read shall be a reality for all -- that no one shall be

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[1]Kirst Tape, School Finance Study Guide; Nova University, Fort Lauderdale, Florida; 1974.

leaving our schools without the skill and the desire to read to the full limit of his capability."[2] There is no similar national effort in the social studies.

The Elementary or Secondary Act of 1965, Title III, allotted funds to remedy deficiencies in reading and mathematics.[3] studies education does not have a similar financial commitment from the federal government.

The absence of national and state financial support for social studies education has influenced the educational direction of local districts including West Islip.

The recent recommendation of the Superintendent in Washington (D.C.) to transfer social studies teachers to areas where federal funds would assume their salaries is an example of social studies programs affected by financial considerations. This action led the NCSS to prepare a strategy "... to assist any district or state where social studies is under attack."[4]

The state of the 1975 economy has resulted in an emphasis on the "essential" subjects of reading and math to the detriment of elementary social studies.

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[2] Forum and Exchange, "The Right to Read", The New York State Education Department, Albany; May, 1972.

[3] Memorandum to Superintendents, Department of Health, Education, and Welfare, Washington, D.C.; Subject: Request for Applications to Participate in the Fiscal Year 1974 Special Projects Program Under the Provision of Title III, Section 306, Elementary and Secondary Education Act, As Am

[4] The Social Studies Professional, NCSS Newsletter, Washington, D.C., May, 1975.

The elementary social studies program in West Islip is dependent upon the initiative and expertise of individual teachers and principals. The West Islip Public Schools employ elementary supervisory personnel in the areas of reading, math, and science. There is no equivalent position for elementary social studies. This deficiency has caused the following inadequacies in elementary social studies education in West Islip:

a) The elementary social studies curriculum is nebulous. Goals and objectives for elementary social studies are not formulated.

b) There is no district-wide elementary social studies coordination or K - 12 articulation in social studies.

c) Elementary social studies inservice courses or workshops have not been offered in West Islip.

d) The elementary social studies curriculum was last reviewed district-wide in 1966. (Appendix D)

Comparing alternative correctives

The identification of the weaknesses in the elementary social studies curriculum and analysis of the causal factors precipitated the exploration of alternative correctives. Some of the correctives considered were:

a) updating elementary social studies curriculum materials to conform with the New York State curriculum,

b) adopting an existing social studies curriculum, and

c) developing an elementary social studies curriculum that meets the needs of the West Islip district.

The present New York State recommended social studies curriculum was published in 1969. The curriculum is based on social studies content. The new state direction in elementary social studies is skill oriented. "In the 1970's, skills may be used to determine the most appropriate content matter to be taught. This would be a basic change in curriculum planning."[5]

The plan to update content materials to conform to the New York State social studies curriculum was rejected. The strategy does not conform to the direction the state suggests or to the requirements of a modern social studies program delineated in Chapter II.

Another corrective explored was the possibility of the adoption of an existing social studies curriculum. Research indicated two possibilities. The Baltimore Social Studies K-6 Program completed in 1972 utilized the expertise of nine full-time teachers and administrators. The Baltimore project was completed in two years, costing $250,000.[6] The conceptual theme of the Baltimore social studies curriculum is "human behavior - interaction and adjustment", developed sequentially from grades K-6. The rationale of the program is stated in the teachers' guide.

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[5] Manual of Exercises for Developing Social Studies Skills, State Education Dept., Bureau of Social Studies Education, Bureau of Elementary Curriculum Development; Albany, N.Y., 1974.

[6] Samual L. Banks, Coordinator of Social Studies, City of Baltimore, at SUNY at Geneseo, July 13, 1974.

"It is apparent to any concerned teacher that the social studies program of our elementary schools lacks a most essential element; this missing factor is full information concerning the prominent role played by all ethnic groups in the development of America, with special emphasis on the most ignored group -- the black American."[7]

The West Islip non-white school population is less than 1%. The Baltimore curriculum does not meet the social studies needs of West Islip and was therefore not adopted.

The Archdiocese of Chicago School Board completed an elementary social studies curriculum in 1970. The disciplines of economics and sociology are emphasized in the primary grades. Anthropology, history, and geography are stressed in the intermediate grades. Social psychology is not included in the Chicago curriculum.

The interdisciplinary concept of social studies delineated in Chapter II is not present in the Chicago Archdiocese social studies curriculum. The Chicago curriculum was not adopted by the West Islip Public Schools.

The possibility of adopting an existing social studies program was explored by visitations to schools offering model programs.

It became apparent that West Islip is not unique in deficiencies in elementary social studies education. Schools that might be considered lighthouse schools in elementary social studies are rare. The Board of Cooperative Educational Service Project Individualized Instruction, which encompasses both Nassau and Suffolk Counties on Long Island, is aware of very few modern elementary social studies

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[7] Social Studies K-6, Human Behavior Studies Program, Baltimore City Public Schools, Baltimore, Maryland; 1972.

programs. "... you are interested in elementary social studies programs. I am sorry to say that we have very few programs in this area.[8]" The visitations to the few schools recommended by Project Individualized Instruction did not indicate a social studies curriculum responsive to the requirements of the new social studies for the West Islip Public Schools.

An analysis of the aforementioned factors indicated that an elementary social studies program for West Islip in the 70's that includes New York State mandated topics must be locally developed.

Identifying potential mechanisms for implementing change

Based upon the decision to develop a local elementary social studies curriculum, it became necessary to identify potential mechanisms for implementing the change.

The scope of elementary social studies led the writer to initiate a district-wide study under the auspices of the Curriculum Council.

Guidelines for curriculum development are delineated in the teachers' agreement. "The Board of Education shall approve the organization of a District Curriculum Council. This council will have the responsibility of supervising and coordinating all curriculum study for the district.[9] A curriculum developed district-

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[8] Cindy L. MacDonell, Measurement Assistant; Project Individualized Instruction, Patchogue, N. Y.; Letter of March 13, 1974.

[9] Agreement between the Board of Education of the West Islip Public Schools and the West Islip Teachers Association, 1973-75.

wide provides the K - 12 articulation necessary for a sequential program. The human and financial resources of the district exceed the resources of a single school.

The writer initiated the proposal for examination of the elementary social studies curriculum at the principals' meeting on November 15, 1972. (Appendix E) The proposal resulted in the formation of the Social Studies Steering Committee. The committee consisted of five elementary teachers, two elementary principals, and one junior high school social studies teacher selected jointly by the Superintendent of Schools and the president of the West Islip Teachers Association. (Appendix F) The organizational meeting of the Social Studies Steering Committee occurred on February 27, 1973. (Appendix G) The elected chairman of the committee (the writer) delineated the overall tasks of the committee with three basic questions:

1. Where are we in elementary social studies?
2. Where do we want to be?
3. How will we get there?

CHAPTER II

STRATEGY

Philosophy of Social Studies Education

Based on the decision to develop a district elementary social studies curriculum at the local level, it became necessary to establish a philosophical base upon which to build the curriculum. Research indicated that the philosophy of social studies education outlined in the 1968 New York City Social Studies Syllabus was an appropriate base for developing a philosophy of social studies education for West Islip. The steering committee developed a tentative philosophy of social studies education compatible with the philosophy of education adopted by the West Islip Board of Education. The committee received faculty input in the development of the philosophy by the administration of a district-wide survey. (Appendix H) An analysis of the 12 returns resulted in further refinement of the tentative philosophy of social studies education. The Philosophy of Social Studies Education (Page 14) is the basic framework for the model outlined in Chapter 6.

What kind of innovation is to be installed?

The components of a modern program based on the philosophy of social studies education are delineated in this chapter.

What is social studies? Laymen equate social studies with history. A 1974 NCSS publication written expressly for parents found it necessary to state "... social studies are much more

WEST ISLIP PUBLIC SCHOOLS
West Islip, New York

PHILOSOPHY OF SOCIAL STUDIES EDUCATION

1. It seeks to emphasize the teaching of concepts rather than the accumulation of data.

2. It seeks to provide all students with the values, skills, understandings, and knowledge needed to cope with the pressing social problems of our age.

3. It attempts to incorporate into the curriculum basic concepts drawn from the disciplines of anthropology, economics, geography, history, political science, sociology, and social psychology.

4. It attempts to develop skills and research techniques sequentially.

5. It attempts to provide learning activities that aim at conceptualization through the techniques of inquiry and discovery.

6. It emphasizes the use of multi-media resources.

than history alone. History is not being neglected. Rather, the study of human beings is being expanded.[10] Others combine the disciplines of history and geography to formulate social studies.

"Social studies consists of adaptions of knowledge from the social sciences for teaching purposes at the elementary and secondary levels of education."[11] The social sciences include history, geography, economics, political sciences, anthropology, sociology, and social psychology.

"The social sciences as distinct disciplines evolved during the period of Naturalism. Naturalism was a collection of ideas that stressed a model of society based on biological principles. Many of our social sciences as discrete disciplines grew out of the Naturalist movement. For the first time, sociology, anthropology, economics, politics, and history were seen as separate fields of study with their own peculiar methodology and modes of inquiry."[12]

Definitions of the social science disciplines that form social studies curricula are presented.

Economics: "Economics is generally described as the study of how society produces and distributes the goods and services it wants."[13]

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[10] Daniel Roselle, "A Parent's Guide to the Social Studies", National Council for the Social Studies, Washington, D. C., 1974, p. 2.

[11] Thesaurus of the Educational Resources Information Center, U.S. Office of Education, Washington, D. C.

[12] Donald Johnson, "Changing Perspectives of Asia", New York University Education Quarterly, New York, Spring 1975.

[13] Robinson, Morton, Calderwood. "An Introduction to Economic Reasoning", 4th Ed., The Brookings Institution, Washington, D.C., 1967. p. 2.

"The central idea of economics is the scarcity concept, namely, that every society faces a conflict between unlimited wants and limited resources."[14]

Anthropology: "The cultural anthropologist is particularly interested in simple, preliterate societies. '...history of history-less people...' The most general aim of the anthropologist is to understand culture ... ways of living set up by a group - which may or may not be consistently adhered to by its membership."[15]

Alpenfels' definition of culture is succinct. "... culture is really the simplest definition of the total way of life of any people. So whether a person likes rock or Beethoven, he has culture and is cultured. Culture is the sum total of a society's way of life. I like the term, 'personality of a society'." [16]

Geography: "The Geographer is interested in man's relationships to his habitate. His purpose is to discover how different peoples adjust to or modify their natural environment." [17]

McNee combined the studies of Pattison and the National Research Council (1965) to form five basic geography research areas.

"1. Physical geography, or geography as earth science; the arrangement and functioning of "natural" things on the surface of the earth.

2. Cultural, or ecological, geography; the relationship between man and his environment.

3. Regional geography, or area studies; what a given place is like as a "totality".

4. Spatial geography; the geometry of the earth's surfaces, ...

5. Political geography; how the political system impresses itself on the landscape." [18]

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[14] Lawrence Senesh, OUR WORKING WORLD - New Paths in Social Science Curriculum Design, Science Research Associates, Inc., Chicago, 1973.

[15] Frank J. Estvan, "Social Studies in a Changing World" - Curriculum and Instruction; Harcourt, Brace and World, Inc., 1968.

[16] Ethel Alpenfel and Rose Park; "Understanding Other Cultures", Keeping Up With Elementary Education, EKNE, Summer 1970.

[17] Estvan, loc. cit.

[18] Robert McNee, "An Approach to Understanding the Current Structure of Geography", Concepts and Structure in the New Social Science Curricula, Irving Morrissett, Editor; 1967.

Psychology: "The academic psychologist focuses on individual human behavior. He wants to know what "human nature" is as distinguished from the human organism itself; how human beings learn; how personality is developed; and how individuals become social by interacting with others." [19]

Sociology: "The sociologist characteristically studies modern civilizations. Instead of focusing on normative behavior, he is more likely to study the way society actually operates. ... The orientation of sociology is functional; ... these functional requisites commonly include the following: satisfaction of physiological needs, reproduction, socialization, production and distribution of goods and services, social control, and the creation of meaning and motivation (values and goals, religion, ethics, the arts)." [20]

Political Science: "The central problem for the political scientist is how responsible choices are made in the process of government. He attempts to understand the development and interplay of political institutions, ideas, and leaders, and their relationships with cultural values." [21]

"... wants will be satisfied through the economic, family, educational, and religious systems. Wants that cannot be satisfied by any of these systems are channeled to the political system." [22]

Wirt and Kirst defined politics as "the struggle of men and groups to secure the authoritative support of government for their values." [23]

History: "The historian attempts to understand the past in order to understand the present." [24]

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[19] Estvan, loc. cit.

[20] Ibid.

[21] Ibid.

[22] Senesh, loc. cit.

[23] Frederick Wirt and Michael Kirst; "The Political Web of American Schools", Boston: Little, Brown and Company, 1961.

[24] Estvan, loc. cit.

Fenton has accepted Collingwood's definition of history "... along with many other historians ..."

"1. History is a kind of research or inquiry

2. The object of history as a discipline is to find out about the actions of people who have lived in the past.

3. The historian proceeds by interpreting evidence.

4. Studying history is useful because it can encourage reflective thinking leading to human self-knowledge."[25]

A modern social studies program is interdisciplinary. Social science disciplines taught in isolation provide inaccurate accounts of knowledge. An understanding of the Civil War would be incomplete with the omission of a single social science discipline. The effects of the war on individuals (psychology), the culture (anthropology, political science), and society (economics, sociology) must be combined with the disciplines of history and geography for an accurate understanding of the Civil War.

A modern social studies program is interdisciplinary.

A traditional goal of social studies has been the development of citizenship. "... the social sciences have attempted to do the difficult but supremely important task of training the youth of the nation in the duties and responsibilities of citizenship."[26] What constitutes the good citizen in the 70's? Does good citizenship require unquestioning obedience to law and authority? The recent

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[25] Estvan, loc. cit.

[26] Paul Sheats, "Citizenship Education Through the Social Studies - A Philosophy and a Program"; Row Peterson & Co., New York, 1936.

issues of My Lai, Kent State and Watergate add a new dimension to the traditional concept of the obligations of citizenship.

Psychology has introduced the concept of the "evolving individual" to supplement traditional citizenship education. "Here, the real self is to be uncovered and actualized and thus self-definition, clarification of identy, and response to one's inner self are fostered."[27] A child must "know thyself" before becoming an intelligent citizen of a nation and humankind. "In order to achieve a sincere involvement in one's society, the student must fine and know his intimate self."[28] Commissioner Nyquist states "Educators have a responsibility to articulate an informed conception of what it means to be an autonomous, self-determining individual and, no less important, a member of the community."[29]

One of the original purposes for establishing educational systems was to transmit the moral culture to youth.[30] A modern social studies program utilizes developments in psychology such as Kohlberg's processes of moral reasoning. Kohlberg applies Piaget's ideas about the structure of cognitive development to

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[27] Walter Crewson, "Suggested K-12 Social Studies Sequence," N. Y. State Education Department, Albany, N. Y., May 1964.

[28] ASCD Publication, Findings for Curriculum Development in the Social Studies, March 1974; p. 9.

[29] Ewalt B. Nyquist, INSIDE EDUCATION, New York State Education Department, Albany, N. Y., Vol. 62, No. 3, November 1975.

[30] Samuel Worcester, Worcester's Primer, Boston, 1826.

to moral development. Kohlberg's six stages of moral reasoning are: "Stage 1 is a simple calculation of what will please a parental or other authority and avert punishment; Stage 2, where the individual develops a sense of other people and discovers the benefits of reciprocity; Stage 3, where such awareness takes the form of loyalty to a small group, such as one's gang or team; Stage 4, which is marked by a respect for law and order that transcends personal needs; Stage 5, where the individual shows willingness to challenge the law occasionally in the interests of "higher" principles; and Stage 6 is fidelity to universal principles and respect for human rights of the sort often identified with Gandhi or the Rev. Dr. Martin Luther King Jr."[31] Kohlberg's goal is to expose children to one level above their moral level of functioning.

Modern social studies includes values education. Sidney Simon defines values. "Persons have experiences; they grow and learn. Out of experiences may come certain general guides to behavior. These guides tend to give direction to life and may be called values."[32] It is incumbent upon educators and specifically social studies educators to include values clarification in the social studies program. Critical examination of values does not involve indoctrination.[33]

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[31] The New York Times, April 30, 1975.

[32] L. Raths, M. Harmin, S. Simon; Values and Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio; 1966. p. 27.

[33] Dr. Edith West, "The Family of Man - The Rationale and Overview"; University of Minnesota, 1971.

The New York State Commissioner of Education recently stated "... it's important to teach kids how to choose between competing values and live with the consequence of their choice. I make this a priority in every appearance I make." [34]

Traditional social studies emphasizes factual recall in the cognitive domain: "Objectives which emphasize remembering or reproducing something which has presumably been learned, as well as objectives which involve the solving of some intellective task for which the individual has to determine the essential problem and then reorder given material or combine it with ideas, methods, or procedures previously learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials. We found that the largest proportion of educational objectives fell into this domain." [35]

The new social studies emphasizes understandings rather than the accumulation and memorization of facts. "This is not to say that facts and details are completely irrelevant and should be discarded altogether. Ideas and understandings must rightly be based upon information. What is important is that there be a shift in emphasis so that the facts and details cease to be ends in themselves but are used to contribute to and rein-

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[34] Ewald B. Nyquist, The New York Times, April 30, 1975.

[35] Dale Brubaker, Alternative Directions for the Social Studies, International Text Co., Scranton, Pa., 1967.

force the development of the process of thinking."[36]

The new social studies includes learning in the affective domain. Affective objectives include "Objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection ... interests, attitudes, appreciations, values, and emotional sets or biases." [37]

Social studies education which excludes the affective domain is deficient.

"The child feels. And his feelings span all curricula. No part of education is untouched by the affective domain. The child's success in mathematics, for example, depends on his feelings about himself, his teacher, and his classmates. It depends as much on these as on his intellectual capacity or the competence of the teacher or the methodology." [38]

The platform of the National Association of Elementary School Principals emphasizes the need for improving affective education.

"... It is the conviction of this organization that the basic skills of learning are fundamental to all education, but more than the basic essentials are necessary to individual and national progress. Provision must be made for improving all aspects of human development. The growth of desirable social traits requires attention. Esthetic, moral, and spiritual values need to be strengthened." [39]

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[36] SOCIAL STUDIES, K-3, A Recommended Program; New York State Education Department, Bureau of Elementary Curriculum Development, Albany, N. Y., 1969.

[37] Dale Brubaker, loc. cit.

[38] DIMENSIONS OF PERSONALITY Sales Brochure, Pflaum/Standard, Cincinnati, Ohio

[39] Proposed NAESP By-Laws, Resolutions, and Platform, 1973; National Association of Elementary School Principals.

Traditional social studies education is content-oriented. Social studies education based on mastering of content is reflected by traditional modes of instruction, including lecture, group textbook reading, and examinations primarily based on factual recall.

The modern social studies utilizes content to achieve social science skills. "... an effective selection of content can be made only within the context of clearly established purposes and that how a pupil learns has more lasting impact than which specific facts he studies."[40] A recent New York State guide states "In the 1970's, skills may be used to determine the most appropriate content matter to be taught. This would be a basic change in curriculum planning."[41] Educators should be able to delineate social studies skills acquired by students.[42] A modern social studies program is skills-oriented.

Programs based on skill development have led to inquiry as the primary instructional mode of social studies. "A study of 26 national social studies projects concluded that practically every project had incorporated inquiry as the major instructional approach."[43] Taba succinctly summarizes the inquiry approach to

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[40] 39th Yearbook, National Council for the Social Studies, Washington, D.C.

[41] "Manual of Exercises for Developing Social Studies Skills", New York Education Department, Albany, N.Y.

[42] Donald Bragaw, Chief of Bureau of Social Studies, N. Y. State Education Department; lecture at Hofstra University, May 15, 1975.

[43] Norris M. Sanders and Marlin L. Tanck, "A Critical Appraisal of Twenty-Six National Social Studies Projects", SOCIAL EDUCATION, April, 1970; p. 386.

learning. "Emphasis is shifting from learning as acquisition to learning as utilization; from learning as a process of absorption of givens (from textbook and teacher) to learning as a process of discovering important relationships and principles inductively; to learning as a way of inquiring and thinking according to the procedures of the social sciences."[44] The acceptance of inquiry learning has changed to character of elementary education. Inquiry learning is dynamic. "... characterized by active students moving around the room, the school, the community - experiencing and interacting with various resources and each other in attempts to solve significant problems they have identified."[45] A modern social studies program incorporates inquiry as the primary mode of instruction.

Adoption of performance objectives for the social studies

The Social Studies Steering Committee reached consensus on the characteristics of a modern social studies program previously described. The committee attempted to delineate the social studies skills that would constitute the basis for the new social studies curriculum for West Islip. A survey based on the skills developed by the National Council for the Social Studies.[46] was administered

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[44] Hilda Taba, "A Teacher's Handbook to Elementary Social Studies"; 2nd Ed., Addison-Wesley Publishing Co., Reading, Mass., 1971.

[45] Robert Wendel, Inquiry Teaching - Dispelling the Myths, Clearing House, #48, May 1973.

[46] 39th Yearbook; National Council for the Social Studies, Washington, D. C.

to the district elementary faculty. The NCSS skills are widely accepted as representative social studies skills.[47] The committee attempted to ascertain the skills most appropriate for each grade level as determined by the West Islip faculty. An analysis of the 33 survey responses indicated no consistent pattern of social studies skills for each grade. (Appendix I) Further analysis of the NCSS skills indicated an absence of skills in the affective domain. The steering committee rejected the NCSS skills as the basis for the elementary social studies program for the West Islip Public Schools.

The committee agreed to explore writing a social studies curriculum in behavioral terms that would satisfy the requirements of a modern social studies program and the West Islip philosophy of social studies education. Behavioral objectives define specific measureable skills. Cognitive skills are easily adaptable to the performance objective format. Critics of curricula written in behavioral terms are concerned with the possibility that schools would minimize the importance of humanistic education because of the difficulty of writing and measuring achievement of affective objectives. Teachers' unions in New York State have expressed dissatisfaction with the Education Department's directive to teacher-training colleges to alter programs toward competency-based teacher education. "... competency-based teacher education could eventually mean that young teachers will be encouraged to de-emphasize personal

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[47] Individualization in Social Studies, Workshop Conference sponsored by Association for Innovative Development and Education, Wayne, N.J.; Hempstead, N.J., December 3, 1975.

relations with their pupils for the sake of narrow behavioral objectives of dubious value."[48] Administrators' organizations have expressed concern about the use of performance objectives.

The Executive Board of the New York State ASCD responded to the State Department's Elementary and Secondary Education Plan of August 15, 1973 - "The Board recognizes the current pressures for accountability which are often focused on academic learning in a specific and limited sense. To respond to these pressures by attending only to academic learnings in the Evaluation Plan will communicate to schools and communities that these are the most important goals. Indeed, by assessing academic learnings only, it would appear as if they were the only goal. This is contrary to the State's interest in developing humanistic aspects of instruction."[49]

The committee agreed that the advantages of curricula written in behavioral terms outweigh the shortcomings. "The NCSS recommends the development of overall goals, followed by 'behavioral goals that provide direct guidance for selecting appropriate content, materials, and activities."[50] Performance objectives provide clear, measurable goals for teachers and students. The demands of accountability are satisfied by the use of performance objectives. One of

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[48]The New York Times, April 7, 1975.

[49]Position Paper by Executive Board of NYS ASCD, March, 1974.

[50]39th Yearbook, National Council for the Social Studies, Washington, D. C.; p. 54

the components of accountability is "a clear determination of what is to be accomplished and public disclosure of those objectives."[51] Those concerned with societal demands of accountability should be less threated by performance objectives. Morrissett states this proposition clearly.

> "While standardized tests are often used to measure student progress, many persons concerned with improving accountability procedures prefer the use of "criterion-referenced" tests. Almost all standardized tests now available are "norm-referenced", meaning they are designed to compare one student with other students. Criterion-referenced tests, on the other hand, are designed to measure whether a student can do certain things; they are closely related to behavioral, or performance objectives, in their emphasis on a clear statement of what a single student is required to do. Norm-referenced tests, say the proponents of criterion-referenced tests, are designed to "sort" students, rather than to test their performance; ... They typically yield a single, "global" test result, whereas criterion-referenced tests are designed to give results on a number of types of performance and thus are useful for the diagnosis of learning deficiencies."[52]

The Educational Testing Service of Princeton recommended to the Education Commission of the States that "the final objectives should be stated in behavioral terms ... They should describe behaviors that students and adults could be expected to have learned through a social studies education."[53]

Funding of projects require the use of performance objectives. "State objectives in specific, behavioral, measurable terms."[54]

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[51] Social Education, April 1973, p. 277.

[52] Irving Morrissett, "Accountability, Needs Assessment, and Social Studies", SOCIAL EDUCATION; April 1973, p. 273.

[53] National Assessment, Social Studies Objectives; Education Commission of the States, 1970.

[54] M.C. 2, Mini-Grant Application, N. Y. St. Education Dept.; p. 2.

The writer investigated the literature in order to acquire background information on social studies performance objectives. Oswald and Cha analyzed research in social studies education from 1930 - 1969. They concluded that Metcalf "... is the most analytical of the review articles."[55] Metcalf cites McLendon's summary of research of the characteristics of social studies objectives.

"Research has revealed several clear but not always favorable characteristics of objectives in social studies:

(a) an excessive number of objectives stated;
(b) marked uniformity among various localities, grades, and subjects;
(c) frequently nebulous statements;
(d) a time lag in reflecting social trends;
(e) increasing emphasis on social (as distinguished from individual) values;
(f) apparent lack of rating according to importance; ..." [56]

The steering committee was apprised of potential deficiencies in social studies performance objectives. The committee agreed that the inclusion of affective skills is a critical component of the social studies program for the West Islip Public Schools.

The steering committee did not undertake the massive task of writing elementary social studies performance objectives due to constraints of time, personnel and finances. Research indicated limited efforts in performance objectives for elementary social studies.

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[55] James N. Oswald, Research in Social Studies and Social Science Education: Introduction, Analyses, and Reviews of Research. (An overview of the development of research in social studies education, representing investigations made during this century up to 1970.) ERIC Clearing House for Social Studies/Social Science Education, Boulder, Colorado; 1972.

[56] Lawrence E. Metcalf; "Research on Teaching the Social Studies"; Oswald, Ibid.

"The New York State Education Department had access to an experimental set of objectives prepared in 1968 in Illinois. The Chief of the Bureau of Social Studies Education in New York stated, "I am not very enthusiastic about the objectives ..."[57] Bragaw suggested an examination of the social studies performance objectives developed by the Michigan Department of Education in 1975.

The Michigan Social Studies Objectives were analyzed in relationship to the criteria of the West Islip philosophy of social studies education, the philosophy of education of New York State, and the requirements of a modern social studies program. The committee found the Michigan objectives consistent with these criteria.

The Michigan social studies performance objectives are derived from the Common Goals of Michigan Education. The relationship between the educational goals of Michigan and New York State is presented in Table II. The following state publications are cited:

(A) The Common Goals of Michigan Education, Michigan Department of Education; September, 1971.

(B) Objectives for Elementary Education, New York State Education Department, 1955.

(C) Goals for Elementary, Secondary and Continuing Education in New York State, The State Department of Education of New York, 1974.

(D) Minimum Requirements for Schools in New York State, New York State Education Dept., 1973.

(E) Summary of Volumes II and III, Fleischmann Commission Report; The State Education Department, Albany; October, 1972.

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[57]Letter from Dr. Bragaw, November 6, 1974.

(F) Social Studies - K-3, A Recommended Program; N. Y. State Education Dept., Bureau of Elementary Curriculum Development; Albany, 1969.

(G) Handbook of Environmental Education Strategies, The State Education Dept., Albany, 1972.

(H) Mental Health for Grades K-3, and 4-6; New York State Education Dept., Curriculum Development Center; Albany, 1967.

(I) Fleischmann Commission Report, Chapter 2; New York State Education Dept., Albany, 1972.

TABLE II

RELATIONSHIP BETWEEN MICHIGAN COMMON GOALS AND NEW YORK STATE GOALS

Michigan	New York State
Citizenship and Morality	
Goal 1 - Morality	Goal: Competence in the processes of developing values - particularly the formation of spiritual, ethical, religious, and moral values which are essential to individual dignity and a humane civilization. (C)
Goal 2 - Citizenship and Social Responsibility	Goal: Understanding of the processes of effective citizenship in order to participate in and contribute to the government of our society. (C)
Goal 3 - Rights and Responsibilities of Students	Goal: Respect for individual personality demands a program that provides for experiences in these disciplines - disciplines such as sharing in making rules, responsibility for one's own decisions, getting along with others, respect for others, fair play, self-reliance. (B)
Democracy and Equal Opportunity	
Goal 1 - Equality of Educational Opportunity	Goal: Equal Educational Opportunity for All Children (B)
Goal 2 - Education of the Non-English Speaking Person	Goal: The board of education of each union free, central or city school district in which there are ten or more non-English speaking children may establish such special classes as may be necessary to provide instruction adapted to such children. (Ed. L., 4404) (D)

Democracy and Equal Opportunity (continued)

Goal 2 - Education of the Non-English Speaking Person	Goal:	... pupils who ... experience difficulty in reading and understanding English, may, in the discretion of the board of education, board of trustees or trustee, be instructed in all subjects in their native language and in English. (Ed. L., 3204) (D)
Goal 3 - Education of the Exceptional Person	Goal:	All school districts are required to furnish suitable educational facilities for handicapped children from their fifth birthday until the end of the school year during which they attain their twenty-first birthday. (D) The Commission's recommendations for change in the public school curriculum focus on three major areas where improvement is vitally needed: the teaching of reading and mathematics, bilingual education, and programs for the gifted and talented. (E)
Goal 4 - Allocation of Financial Resources	Goal:	The Commission believes that the responsibility for raising educational revenues belongs to the state. The state's responsibility can no longer be avoided by leaving the decision of how, and how much, revenue is to be raised to each school district. (I)
Goal 5 - Parental Participation	Goal:	This points to the need of close, cooperative relationships between the elementary school, the parents and the community. (B)
Goal 6 - Community Participation	Goal:	Both home and community must be given opportunity to contribute to the interpretation and enrichment of the curriculum. (B)

Student Learning

Goal 1 - Basic Skills	Goal: Mastery of the basic skills of communication and reasoning essential to live a full and productive life. (C)
Goal 2 - Preparation for a Changing Society	Goal: Ability to sustain lifetime learning in order to adapt to the new demands, opportunities, and values of a changing world. (C)
Goal 3 - Career Preparation	Goal: Occupational competence necessary to secure employment commensurate with ability and aspiration and to perform work in a manner that is gratifying to the individual and to those served. (C)
Goal 4 - Creative, Constructive, and Critical Thinking	Goal: Clear thinking - careful, constructive and critical (B)
Goal 5 - Sciences, Arts, and Humanities	Goal: Knowledge of the humanities, social sciences and natural sciences at a level required to participate in an ever more complex world. (C)
Goal 6 - Physical and Mental Well-Being	Goal: Ability to maintain one's mental, physical, and emotional health. (C)
Goal 7 - Self-Worth	Goal: Pupil Objectives: Develop wholesome attitudes toward self and others. (H)
Goal 8 - Social Skills and Understanding	Goal: Understanding of human relations - respect for and ability to relate to other people in our own and other nations - including those of different sex, origins, cultures, and aspirations. (C)
Goal 9 - Occupational Skills	Goal: The teaching of the basic knowledges, understandings and skills is the most important responsibility reserved to our schools. (B)

Student Learning (continued)

Goal 9 - Occupational Skills	Goal:	School districts may establish approved vocational schools, the controlling purposes of which shall either be the preparation or else the improvement of the pupils for useful employment in trade, industrial, agriculture, commercial or homemaking occupations. (B)
Goal 10 - Preparation for Family Life	Goal:	Pupil Objectives: Understand the nature and purpose of the family and the role of a good family member. (H)
Goal 11 - Environmental Quality	Goal:	Knowledgement of the environment and the relationship between one's own acts and the quality of the environment. (C) "To instill within students an awareness, concern, and an ability to evaluate the effect of their individual and society's actions on the environment; to have students develop the capacity to examine the causes of any given environmental problem and to evaluate it in a rational manner; to make students aware of the constraints which inhibit changes in either individual or collective actions given the different viewpoints and economic interests of the business and political community; and to develop students' values toward action which result ultimately in constructive change in the environment." (G)
Goal 12 - Economic Understanding	Goal:	"The economic life of the local community might then be emphasized... Much emphasis might be placed on what has come to be called the "world of work", highlighting the worth and dignity of all types of employment." (F)

Student Learning (continued)

Goal 13 - Continuing Education	Goal: In addition, the board of education may establish day and evening schools for adults as citizenship schools, or recreation and leisure schools. (Ed. L., 4605) (B)

An analysis of the Michigan goals and the goals of New York State indicate commonality. The steering committee adopted the Michigan social studies performance objectives as the framework of the West Islip social studies curriculum, thus capitalizing on the human and financial resources of the State of Michigan.

How may the receiving environment be prepared for its inception?

The introduction of the framework for a modern social studies program for the West Islip Public Schools necessitated preparation of the community and faculty.

Description of the Community

The West Islip Public School District is located in western Suffolk County (Long Island, New York). The district consists of nine elementary schools, two junior high schools, and one senior high school. There are 205 elementary and 236 secondary classroom teachers serving a school population of 9,200.

The community is white, middle-income. The average true value of property is $17,397.[58]

The West Islip district total expenditure per pupil in 1971-72 was $1,428. This was the lowest amount of the 67 Suffolk County districts.[59] The community has generally supported the school as evidenced by the West Islip school budget voting record. All school budgets since 1954, with two exceptions, have passed on the first vote.

Curriculum development should begin with an assessment of values of the receiving environment. "Values held by society, the community,

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[58] Fleischmann Commission Report, School Finance; Toward Equality of Educational Opportunity, Chapter 2, p. 2.22.

[59] The New York Times, April 22, 1973.

curriculum workers, and classroom teachers in particular determine basically the porposes, objectives, and outcomes of the school curriculum."[60] The West Islip community was not directly involved in the development of the philosophy of social studies education due to the nature of the district administration in 1973. The community was involved in the development of the philosophy of social studies education to the extent that board policy reflects the philosophy of its public constituency. The developed philosophy of social studies education is congruent with West Islip Board of Education policy. The relationship between selected board policy and the philosophy of social studies education is presented in Chart I.

Approximately 19% of the professional staff are residents of West Islip. Faculty input in the development of the philosophy of social studies education represents a sizeable segment of the community.

The West Islip community was informed of the impending new social studies curriculum in the February 1974 Board of Education newsletter. (Appendix J) The Manetuck PTA newsletter informed parents of the progress of social studies curriculum development. (Appendix K)

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[60] R. Neagley and N. Evans, Handbook for Effective Curriculum Development; Prentice Hall, p. 157.

CHART I

RELATIONSHIP BETWEEN SELECTED BOARD POLICY AND THE PHILOSOPHY OF SOCIAL STUDIES EDUCATION

Board of Education W. I. Public Schools Instructional Program Goals and Objectives (6-28-57)	Social Studies Steering Com. W. I. Public Schools Philosophy of S. S. Education
Develop in the child the personal qualities to live successfully with other human beings.	It seeks to provide all students with the values, skills, understandings, and knowledge needed to cope with the pressing social problems of our age.
Develop his ability to think and express himself logically and clearly and to develop an inquiring mind.	It attempts to develop skills and research techniques sequentially. It attempts to provide learning activities that aim at conceptualization through the techniques of inquiry and discovery.
Develop his capacities to appreciate and contribute to our cultural heritage.	It attempts to incorporate into the curriculum basic concepts drawn from the disciplines of anthropology, economics, geography, history, political science, and sociology.

Faculty preparation for change

The classroom teacher is the key agent for implementing curricula change. New materials, textbooks, curriculum guides, and state department mandates notwithstanding do not effect curriculum change. Rubin succinctly states "... for all practical purposes the teacher is the curriculum."[61]

Superintendent of Schools Patterson also acknowledges the crucial role of the teacher in implementing the social studies curriculum. "The Guide itself, however, is an inanimate object; the magic that only a teacher can provide is required to translate it into meaningful classroom experiences." [62]

Four district-wide surveys administered by the steering committee served as vehicles of faculty input and communication in the development of the social studies curriculum. Steering committee reports to the curriculum council served to prepare the faculty for change. (Appendices L, M) The Curriculum Courier informed the district faculty of the progress of social studies curriculum development. (Appendix N)

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[61] Louis J. Rubin, Curriculum and Instruction Study Guide, National Ed.D. Program for Educational Leaders, Nova University Press, Fort Lauderdale, Florida, 1972; p. 138.

[62] Social Studies K-6 - Human Behavior Studies Program, Part I, Division of Publications and Public Information, Baltimore City Public Schools, Baltimore, Maryland; 1972.

CHAPTER III

SELECTION OF PILOT PROGRAMS

The Social Studies Steering Committee agreed to field test programs in West Islip that satisfy the requirements of modern social studies described in Chapter II of the practicum.

The selected programs collectively conform to the adopted Philosophy of Social Studies Education and the West Islip Performance Objectives.

The committee adopted the National Council for the Social Studies Guidelines as a standard evaluative instrument. "... the present document represents the official position of the National Council for the Social Studies on the social studies curriculum. As such, it should be used by teachers, supervisors, boards of education, and other school officials in making decisions concerning social studies curriculum development and evaluation. The National Council is urging its membership to promote the widest possible distribution of this document and to use it as the basis for the evaluation and development of programs in social studies education."[63]

It became evident that the selection of programs from the plethora of newly published social studies was impractical.

The special issue of Social Education devoted to an analyses of 26 university-based projects was utilized by the committee for the selection of programs to be field-tested in West Islip. The analyses in Social Education combine the criteria of the Curriculum Materials

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[63] Social Studies Curriculum Guidelines, Position Statement of National Council for the Social Studies, Washington, D. C.; 1971, p. 4.

Analysis System (CMAS) and the NCSS Guidelines.

The Social Science Education Consortium Data Book recommended by the New York State Education Department was utilized in the selection process.[64] The Social Studies Diffusion Project recommends the Data Book as "perhaps the most comprehensive resource for a department looking for alternatives ..." [65]

"The Social Studies Curriculum Materials Data Book has been produced by the Social Science Education Consortium, Inc. (SSEC) with support of the National Science Foundation to facilitate the evaluation and implementation of the many new social studies curriculum materials which have been developed during the last decade as a part of the national effort to improve the quality of educational materials used in our schools." [66]

The Data Book identifies and evaluates social studies materials from (a) Office of Education and NSF-sponsored University Projects,

(b) Textbooks, and

(c) Social Studies Games and Simulations.

The one to two-page analyses of curriculum materials are concise and analytical. (Appendix O)

The quantity of materials purchased for establishing the pilot programs was subject to financial constraints. The original recommen-

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[64] Bureau of Social Studies Education, New York State Education Dept., Vol. 2, No. 2; March, 1974.

[65] Janet Eyler, "THE ANSWERS?" - Basic bibliography for the social studies teacher; Social Studies Diffusion Project, Indiana Univ., Bloomington, Indiana, 1973.

[66] Social Studies Curriculum Materials Data Book, Social Science Education Consortium, Inc., Boulder, Colorado, 1971, Forward.

dations were reduced by 46% due to the general state of the 1975 economy. (Appendix A) The District allotted $2,958 for the initiation of social studies pilot programs.

A brief description of the selected programs with supporting data for selection is presented.

San Francisco State College

Taba Program in Social Science

Dr. Hilda Taba formulated the TABA Curriculum in 1969, after ten years of development in the Contra Costa Schools in California. The curriculum model was revised at San Francisco State College under a grant from the U. S. Office of Education.

"A major emphasis has been placed on identifying basic concepts, principals and methods of investigation in history and the social sciences, and then using these elements as a basis around which to organize the curriculum. ... we see an emphasis upon an in-depth study of fewer topics and a reduction of the superficial "coverage" aimed for in the past.

... Emphasis is shifting from learning as acquisition to learning as utilization; from learning as a process of absorption of givens (from textbook ...) ... learning as a process of discovering important relationships and principles inductively; ..." [67]

The general objectives of the Taba program are: "... a new curriculum pattern with these general student objectives: 1) acquisition of selected knowledge; 2) development of thinking skills; 3) formation of selected attitudes; and 4) development of academic and social skills."[68]

The Taba program is an inductive, conceptual approach. It is designed to provide experiences to help "kids that are ignorant - not stupid."[69]

The spiral curriculum approach develops key concepts such as cooperation, interdependence, and change from grades K - 12. The complexity and abstractness increases by age level.

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[67] Taba, Durkin, Fraenkel, McNaughton; A Teacher's Handbook to Elementary Social Studies; Addison-Wesley Pub. Co., 1971

[68] Data Book, loc. cit.

[69] Dr. Jack Fraenkel, San Francisco State College, SUNY at Geneseo; July 15, 1974.

The Taba Program was evaluated by six participants in the NSF Conference. "The Committee suggests that the theoretical constructs and teaching strategies of the Taba Program have a great deal of merit and that the texts have efficacy insofar as teachers are encouraged to promote and utilize the conceptual approach rather than focusing strictly upon content."

The city of Gary (Indiana) piloted Taba in Grades 3 and 5 in 1972-73. The program was expanded to all third and fifth graders in the 1973-74 school year.[70]

The Taba program was one of the four social studies programs selected to be discussed at the NSF-sponsored Social Studies Information Conference in Boston on July 13-19, 1975.

The Taba program satisfied the NCSS guideline criteria according to the Project Materials Analyses in Social Education.[71] The only aspect not present in the Taba program was media. Subsequent to that evaluation Taba produced Audio Read-Along cassettes for grades 1 - 4.

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[70] Goals and Objectives for the 1973-74 School Year, City of Gary, Indiana; 1973.

[71] SOCIAL EDUCATION, loc. cit., p. 720.

University of Colorado

Our Working World

Lawrence Senesh, professor of Economics at the University of Colorado, led the development of the Our Working World curriculum. The theoretical structure of the fundamental ideas in the social science disciplines have been developed by economists, political scientists, sociologists, anthropologists, social psychologists, and jurists.

Senesh's program includes law. "Law and its philosophical foundation - the search for justice - have to do with man's relationship to man and with the interaction between truth and mercy, which certainly are topics that concern society."[72]

The same fundamental ideas of each social science discipline are taught in the "organic curriculum" as the complexity and experiences of children develop.[73]

"Our Working World" was selected as one of four social studies programs to be presented at the NSF-sponsored Social Studies Information Conference to be held July 13-19, 1975.

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[72] OUR WORKING WORLD, SRA Brochure, 1973.

[73] Lawrence Senesh, Lecture at SUNY at Geneseo, July 17, 1974.

University of Michigan

Elementary Social Science Education Program

Social Science Laboratory Units

The Social Science Laboratory Units were developed by an interdisciplinary team of scientists and educators at the University of Michigan.[74]

The program is a modified laboratory approach involving the students in gathering, organizing and using data concerning human behavior.[75]

The lab unit which must precede the others deals with the scientific method of social scientists. It provides a framework for the remaining six units, which deal with heredity, individual and group behavior conflict, decision-making, and analyses of group norms. The scientific method of inquiry pervades the program.

"The program can easily be implemented in any school curriculum as an entire course or as single units for special purposes. Student involvement is enhanced through the nature of the activities and the personalized type of content. The emphasis on experiences which face youngsters each day in their relationships with others provides a real-world focus."[76]

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[74] Data Book, loc. cit.

[75] Ibid.

[76] Tedd Levy, University of Michigan, Elementary Social Science Education Program, SOCIAL EDUCATION, November, 1972.

University of Georgia

Anthropology Curriculum Project

Concept of Culture

The Concept of Culture anthropology curriculum project was developed by the University of Georgia from 1964 - 1969. "All of the materials are designed as supplementary units of anthropological study to be incorporated into existing social studies programs."[77]

The materials were designed to introduce children (K - 12) to important anthropological concepts to enable them to "learn to live more effectively within today's complex society."[78]

The objectives of the Concept of Culture unit are:
" (1) how an anthropologist studies cultures; (2) what is meant by culture; (3) how cultures differ; (4) how people acquire their culture; and (5) how cultures change."[79]

The Anthropology Curriculum Project departs from the widely accepted interdisciplinary approach of the new social studies.

The authors of the project content that "The sciences, as systematic bodies of knowledge, are particular representations of reality, which depend on an arbitrary system of symbols. The

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[77] SOCIAL EDUCATION, loc. cit., p. 747.

[78] Ibid.

[79] THE CONCEPT OF CULTURE, Pupil Text, Publication No. 16, University of Georgia, 1965.

subject matter curriculum does not merely transmit a body of knowledge; it permits the child to acquire a system of symbols without which he cannot perceive a particular kind of reality."[80] The project emphasizes the child's acquisition of the symbols of anthropological reality. Knowledge of the acquired symbols become tools for creating new symbols.

"Field testing of these materials was conducted in 40 schools outside Georgia and 20 schools within the state of Georgia in the spring of 1965 and the spring of 1966. Results of pre- and post-tests which were administered indicated that students using these materials made a significant gain in their understanding of anthropology."[81]

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[80] Marion J. Rice and Wilfred C. Bailey, THE DEVELOPMENT OF A SEQUENTIAL CURRICULUM IN ANTHROPOLOGY, Grades 1-7, U. S. Dept. of Health, Education, and Welfare, Anthropology Curriculum Project; University of Georgia, Athens, Ga.; May 1, 1971, p. 8.

[81] DATA BOOK, Loc. cit.

University of Minnesota

Project Social Studies

Family of Man

The University of Minnesota Project Social Studies satisfied all the major NCSS Guideline Criteria. The program is interdisciplinary. Culture is the core concept. The director of the project presented the following inquiry model, which pervades the Minnesota project.[82]

a. define problem

b. hypothesize

c. test hypothesis

d. conclude

e. apply

A major goal of the Family of Man is to help children see knowledge as tentative. The Family of Man kits consist of authentic reproductions of relia of various cultures.

Studies involving 1600 students using the Family of Man in Virginia and Massachusetts indicate significant differences in cognitive achievement.[83]

Field tests in four other states indicate significant gain in both cognitive and affective achievement.[84]

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[82] Dr. Charles Mitsakos, lecture at SUNY at Geneseo, July 14, 1974.

[83] Barbara J. Capron, Data Sheet on Family of Man, Social Science Education Consortium, Inc., Boulder, Colorado, 1975.

[84] Charles L. Mitsakos, EVALUATION OF THE FAMILY OF MAN/ MINNESOTA PROJECT SOCIAL STUDIES; Presented at Administrators' Conference in Social Studies, Geneseo, N. Y., July 14, 1974.

University of California at Los Angeles
Committee on Civic Education

The Committee on Civic Education of the University of California at Los Angeles is composed of professors of political science, law, education, sociology, and psychology.

The overall goal of this program is to increase the student's grasp of fundamental principles of democratic procedures, using a constitutional rights case study approach. The authors content "... that open inquiry into social and political conflict by students and teachers will provide students with the tools for effective dealing with reality in a positive manner."[85]

The book entitled "Your Rights and Responsibilities as an American Citizen" provides actual law case studies. The student analyzes values and assumptions in order to deal with the realities and conflicts of political and social life."[86]

The UCLA Project was field-tested in 144 classes from grades 4 to 11. Ninety percent of the students "liked" the case study method, finding the subject "very important" or "important".[87]

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[85] SOCIAL EDUCATION, loc. cit., p. 732.

[86] Data Book, loc. cit.

[87] Mary Jane Turner and Robert Bilek, University of California at Los Angeles, Committee on Civic Education, Your Rights and Responsibilities as an American Citizen; Data Sheet, Social Science Education Consortium, Inc., Boulder, Colorado, 1972.

Pflaum/Standard

Dimensions of Personality

The Dimensions of Personality program is a course in affective education stressing human relations, mental health, and values education. The publishers define the crucial role of the "hidden curriculum".

"Consider that when a child comes to school, he brings everything with him. He brings his body and all the attitudes he has learned about it. He brings his emotions--joys, fears, likes and dislikes. Memories too -- of last summer's campout and last night's family quarrel.

The "Hidden Curriculum" is concerned with this emotional life of the child. ... It cannot be ignored, for in dismissing the affective domain, the teacher, in effect, affects it adversely. If he refuses to acknowledge anger, his own or his students' -- he makes a statement about anger."[88]

The primary programs emphasize the development of a positive self-concept which leads to healthy emotional and social growth. The intermediate programs assist children to understand themselves, including physical, social, and emotional changes.

A questionnaire of 114 teachers distributed in several states indicated that 92% "liked the program".[89]

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[88] Dimensions of Personality Brochure, Pflaum/Standard, Dayton, Ohio.

[89] M. Margaret Fanella, Letter regarding Publisher's Questionnaire, Pflaum Publishing, March 31, 1975.

CHAPTER IV

INSTALLATION OF PILOT PROGRAMS

Analysis of the innovation's requirements

The decision to field test selected social studies programs in West Islip required an analysis of program requirements. The requirements of the social studies programs are delineated in Chart II. The primary references are (1) the Social Science Education Consortium, and (2) the Curriculum Materials Analysis System.

Initiation of the influence strategy

Steering committee strategies caused an increase of faculty dissatisfaction with the existing social studies curriculum. The administration of the four district-wide surveys previously described led to faculty discussion and critical examination of the social studies program. "Inservice education has been recommended as an effective change agent specifically beneficial to the West Islip staff."[90] Two elementary social studies inservice courses were offered in West Islip due to the committee's initiative. (Appendix P) The courses served to induce dissatisfaction with the existing social studies curriculum.

The committee provided the district faculty with publications available from the New York State Education Department, i.e.,

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[90] Paul E. Kirdahy, "An Evaluation of Selected Professional Growth Activities by Classroom Teachers in the Schools in West Islip, N.Y.", (unpublished dissertion for degree of Doctor of Education to School of Education, St. John's University, New York; 1973.

CHART II

SUMMARY CHART OF PILOT PROGRAMS

Program	Discipline	Grade Level(s)	Length of Program	Teacher Training	Strategy
Univ. of Colorado Our Working World	Economics	4 - 6	Year	Manual Background in social science helpful No special teacher preparation necessary. (1)	Problem solving Significant orientation to future Major thrust is toward large and small group activity. Role-playing, committee work and class discussions. (2)
Univ. of Georgia Anthropology Curriculum Project	Anthropology	4 (5)	20-25 days; 50 min. daily	No special teacher training necessary.(1) Two volumes of teacher's background.(2) Material strongly recommended. (1)	Deductive approach (1)
Univ. of Michigan Social Science Laboratory Units	Psychology Sociology	4 - 6	Year Individual units	Manual Must use Unit 1 first. Teacher must be comfortable. (1) Record to accompany "The Teacher's Role in Social Science." (2)	Teacher should be comfortable with data gathering and analyzing, including observations, interviewing and questionnaire skills. (1)

SUMMARY CHART OF PILOT PROGRAMS (continued)

Program	Discipline	Grade Level(s)	Length of Program	Teacher Training	Strategy
Univ. of Michigan (cont'd.)				"Teacher's Guide one of the finest methods books available in Social Studies" - (Dr. David Welton, Syracuse Univ., 7-13-74)	Teacher should be comfortable with the scientific method of inquiry. (2) Scientific Analytical Reality-oriented
Univ. of Minnesota Family of Man	Inter-disciplinary	K - 3 (4 - 12)	2-3 units per year	Rationale and Overview - Edith West (1) Teacher's Resource Guide use urged to avoid using artifacts as playthings (2)	Teacher should be comfortable with inquiry approach to learning. (1) Great emphasis in concept formation, categorization and generalization. (2) Inductive
Pflaum/Standard Dimensions of Personality	Human Relations Mental Health Values Education	K - 12	Year Individual units	Manual Encourage parent participation Teacher must be able to conduct discussions (1) Emphathize with student feelings (1)	Discussion Reading Deal with small group processes (1)

SUMMARY CHART OF PILOT PROGRAMS (continued)

Program	Discipline	Grade Level	Length of Program	Teacher Training	Strategy
San Francisco St. College Taba Program	Anthropology Economics Geography History Political Science Psychology Sociology	K - 7	Year	A Teacher's Handbook to Elementary Social Studies: An Inductive Approach Two sets of teaching strategies cognitive - questioning, gathering facts, categorizing and finally making generalizations to a new situation. (2) Second set of teaching strategies leads to affective development. Valuing and feelings of different people in a variety of situations are compared - children make inferences. (2) The Taba Program does not require special teacher training (Patrick Henry, 11-74.) and (Roger Turk, 5-13-75; National S. S. Consultant, Addison-Wesley Pub. Co., Menlo Park, Calif. Requires teacher training - Dr. Jack Fraenkel, San Fran. St. College, 7-14-74.	Inductive Teachers urged to additional resour listed in Teacher Guide. (1) Creativity of teacher desirable (2)

SUMMARY CHART OF PILOT PROGRAMS (continued)

Program	Discipline	Grade Level	Length of Program	Teacher Training	Strategy
UCLA Your Rights and Responsibilities as an American Citizen	Political Science Law	5 (6 - 8)		Discussion leader Teacher skilled in Socratic questioning (2)	Inductive Primarily teacher-led discussions - role-playing techniques helpful (1)

"Planning for Social Studies in Elementary Education - 1975". The distribution of timely literature increased faculty interest in social studies education. The following activities of the steering committee served to increase committee awareness of the deficiencies of the social studies curriculum:

1. presentations by resource people including the chief of the New York State Social Studies Bureau

2. visitations to schools with recommended social studies programs (Appendix Q)

3. attendance at professional conferences (Appendix R)

4. presentations of new social studies materials by publishers (Appendix S)

As a result of these activities the majority of committee members agreed to field test a new social studies program. It became evident to the committee and to the elementary faculty that the existing curriculum does not satisfy the requirements of modern social studies.

Establishment of the prerequisite conditions

The steering committee polled the district elementary faculty requesting volunteers to field test new social studies programs. (Appendix T) The writer requested that his elementary principal colleagues personally reinforce the survey. Twenty-three teachers representing the nine West Islip elementary schools expressed an interest in field testing a social studies program. One volunteer

was unable to participate in the project due to personal conditions.

The writer conducted several orientation sessions for the prospective pilot teachers using the following agenda:

A. Background information

1. West Islip Philosophy of Social Studies Education
2. Goals and objectives of the new social studies
3. Utilization of pilot programs for possible district adoption

B. Requirements

1. Overview of selected social studies programs
2. Teacher selection of a project
3. Time requirements
4. Explanation of evaluative instruments
   a. West Islip Performance Objectives
   b. NCSS Guidelines
   c. Data Book Survey
   d. Remmers Attitude Survey

C. Materials

Distribution of appropriate teacher and student materials

Orientation sessions were conducted in small groups and individually. Subsequent contacts were made personally and by phone.

Installation of the innovation

The social studies pilot programs were distributed throughout the district as follows:

School	Teacher	Grade	Program
Paumanok	Rosemarie Haberman	4	Pflaum/Standard (Psychology)
Higbie Lane	Karen Heiser	4	" "
Oquenock	Frances Corcoran	4	" "
Captree	Doris Jacobs	4	U. of Colorado (Our Working World)
Paumanok	Anita Weiner	5	MacMillan
Captree	Larry Kazemier	5	U. of Georgia (Anthropology)
Bayview	Patricia Heaton	5	" " "
Manetuck	Helen Vernados	5	UCLA (Civics)
Higbie Lane	Elaine Klein	5	U. of Colorado (Our Working World)
Westbrook	Elizabeth VanWagoner	5	* San Fran. St. Col. (Taba)
Higbie Lane	Susan Bridgins		* " " " "
Paumanok	Norman Henchel	6	* San Fran. St. Col. (Taba)
Oquenock	Hilbert Camp	6	* " " " "
Westbrook	Jeanette Frelick	6	* " " " "
Bayview	Doris Chessman	6	* " " " "
Bayview	Richard Carlsen	6	* " " " "
Captree	Joyce Ratushny	6	U. of Minn. - Family of Man
Captree	Steven Lorenz	6	Pflaum/Standard
Manetuck	Linda Arbore	6	" "
Manetuck	Genevieve Oliver	6	U. of Michigan (Lab units)
Bayview	Robert Gaggin	6	" " "
Southgate	MaryJane Turner	6	UCLA (Civics)
Westbrook	Ralph Nerendino	6	U. of Colorado (Our Working World)

* Individual units

Description of pilot children and teachers

Students in elementary classes in the West Islip Public Schools are heterogenously grouped. The number of free lunch recipients was used as an indication to determine the economic status of the pilot population. The percentage of both the pilot population and the total district population receiving free lunch is .05. The ability and economic status of the pilot and general student populations are comparable.

The average experience of teachers participating in the project is 8.7 years. Half of the teachers have had 7 or more years teaching experience. The experience of the district faculty averages slightly above ten years. A summary of the characteristics of students and teachers involved in the project are presented in the Profile of Pilot Test Components Table 3 .

Provision for transitional support

The major problem encountered during the four month field test period was inadequate communication between the pilot teachers and the steering committee. In order to alleviate the communications problem, steering committee members were assigned as "helpers" to project teachers. The committee helpers' role was one of support and general assistance to pilot teachers.

Teachers field testing similar social studies programs were encouraged to exchange experiences, thus providing mutual transitional support.

TABLE 3

PROFILE OF PILOT TEST COMPONENTS

School	Teacher	Years of Experience	BOYS	GIRLS	% of free lunch recipients	Mean I.Q.	Standard Deviation	Program
GRADE 4								
Paumanok	Haberman (304)	7	8	11	.00	105.79	5.961	Pflaum
Higbie Lane	Heiser (404)	6	13	9	.00	108.14	9.531	Pflaum
Oquenock	Corcoran (104)	11	12	11	.04	109.87	8.980	Pflaum
Captree	Jacobs (204)	16	16	12	.07	105.68	10.160	Our Working World
GRADE 5								
Captree	Kazemier (105)	4	11	14	.04	103.28	10.679	Georgia
Bayview	Heaton (205)	2	14	13	.00	106.04	9.363	Georgia
Westbrook	VanWagoner(305)	12	15	11	.15	105.39	9.636	Taba
GRADE 6								
Oquenock	Camp (706)	16	14	11	.12	105.75	11.759	Taba
Westbrook	Frelick (106)	20	12	14	.08	104.00	10.930	Taba
Captree	Ratushney (206)	8	9	11	.00	111.30	10.040	Family of Man
Captree	Lorenz (306)	1	9	11	.00	109.35	10.878	Pflaum
Westbrook	Merendino (406)	1	12	14	.08	106.40	13.451	Our Working World

Another problem encountered during the field test period was the lack of all available components of each project. Visual aids accompanying some project materials were not purchased, due to budgetary constraints. However, pilot teachers were able to duplicate sample copies of supplementary activities. An unanticipated benefit accrued from children sharing a limited number of textbooks. Teachers were unable to utilize traditional large group textbook instruction in field testing the social studies programs. Additional transitional support to project teachers was provided by New York State social studies teacher-training video tapes. (Appendix U and V) The time and resources of the steering committee were made available to project teachers.

CHAPTER V

EVALUATION OF PILOT PROGRAMS

Evaluation may be defined as the process of delineating, obtaining, and providing useful information for judging decision alternatives. This practicum utilizes Stufflebeam's CIPP Model for evaluation.[92]

EVALUATION TYPES

	CONTEXT	INPUT	PROCESS	PRODUCT
Decision Making	Objectives	Solution strategy Procedural design	Implementation	Termination, continuation, modification, or installation
Accountability	Record of objectives and bases for their choice	Record of chosen strategy and design and reasons for their choice	Record of the actual process	Record of attainments and recycling decisions

The evaluation of the pilot programs will include:

a) a record of objectives and the basis for their choice.

b) a record of a proposed program design and the reason why this design was chosen.

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[92] Daniel L. Stufflebeam, ACCOUNTABILITY, The Relevance of the CIPP Evaulation Model for Educational Accountability; Journal of Research and Development in Education, Athens, Ga., Fall, 1971.

c) a record of the actual process or functioning of the implemented program, and

d) a record of attainments of the implemented programs.

A record of objectives and the basis for their choice

The effectiveness of the social studies pilot projects was measured by the utilization of four evaluative instruments.

1. West Islip Performance Objectives
2. National Council for the Social Studies Guidelines checklist
3. A survey based on the Social Science Education Consortium Data Book Rationale and Objectives
4. Remmers Attitude Survey

West Islip Performance Objectives (Appendix W)

The West Islip Performance Objectives are based on the adopted philosophy of social studies education. The attainment of the performance objectives is the major goal of the 4-6 social studies program in West Islip.

National Council for the Social Studies Curriculum Guidelines Checklist (Appendix X)

The National Council for the Social Studies commissioned the NCSS Task Force in Curriculum Guidelines in 1969. The Social Studies Curriculum Guidelines published in 1971 "represents the official position of the National Council for the Social Studies on the social studies curriculum."[93]

The position paper developed was designed to assist school districts in the nation to address the following questions: "How is one to evaluate the various approaches to social studies education that have been proposed in recent years? How are school authorities to judge the soundness of the social studies program in their schools? Is a newly proposed curriculum design in accord with the best in recent thinking concerning social studies education?" [94]

The West Islip Steering Committee adopted the Social Studies Program Evaluation checklist developed by the NCSS as an evaluative tool to measure the effectiveness of the West Islip pilot programs. The major categories developed by the NCSS are presented:

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93 Social Studies Curriculum Guidelines, National Council for the Social Studies Position Statement, NCSS, Washington, D. C., 1971; p. 4.

94 Ibid., p. 3.

SOCIAL STUDIES CURRICULUM GUIDELINES
POSITION STATEMENT OF THE
NATIONAL COUNCIL FOR THE SOCIAL STUDIES

1.0 The Social Studies Program Should be Directly Related to the Concerns of Students.

2.0 The Social Studies Program Should Deal with the Real Social World.

3.0 The Social Studies Program Should Draw from Currently Valid Knowledge Representative of Man's Experience, Culture, and Beliefs.

4.0 Objectives Should Be Thoughtfully Selected and Clearly Stated in Such Form as to Furnish Direction to the Program.

5.0 Learning Activities Should Engage the Student Directly and Actively in the Learning Process.

6.0 Strategies of Instruction and Learning Activities Should Rely on a Broad Range of Learning Resources.

7.0 The Social Studies Program Must Facilitate the Organization of Experience.

8.0 Evaluation Should Be Useful, Systematic, Comprehensive, and Valid for the Objectives of the Program.

9.0 Social Studies Education Should Receive Vigorous Support as a Vital and Responsible Part of the School Program.

Social Science Education Consortium Data Book Rationale and Objectives Survey (Appendix Y)

The rationale and general objectives "... reflects the purpose and underlying philosophies of the developers of the materials in designing their products. It provides a concise statement of the objectives intended for students to accomplish through use of the materials."[95] Project teachers measured the extent to which pilot programs satisfied the stated objectives.

Remmers Attitude Survey

The Remmers Scale of Measure Attitude Toward Any School Subject contains statements in descending order from the most favorable to the least favorable. (Appendix Z) "The scale values are determined by Thurston's equal-appearing-interval technique."[96]

The Purdue Research Foundation found the Remmers Survey valid and reliable.

"Several of the scales have also been valided against available Thurston scale for specific attitude objects and have shown high validity."[97]

"... the coefficients of reliability ... range from .71 to .92, amply adequate for group measurement."[98]

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[95] Introduction, Social Studies Curriculum Materials Data Book, Social Science Education, Consortium, Inc., Boulder, Colorado; 1971.

[96] H. Remmers, N. Gage, J. Rummel; A Practical Introduction to Measurement and Evaluation; Harper & Row, New York, 1958., p. 315.

[97] Purdue Measurement and Evaluation Instruments, Purdue Research Foundation, Purdue University, Lafayette, Indiana., p. 2

[98] Ibid.

The Survey was administered to pilot classes as a pretest. It was administered approximately three months after the pilot programs were introduced.

The results of both surveys are not included due to faulty data collection.

Program design

The procedures for establishing pilot programs are described in Chapter IV. The 23 volunteer pilot teachers and students are representative of the general population. The process of random selection of pilot teachers was not utilized due to district policy and constraints of the West Islip Teachers Association contractual agreement.

The projects field tested were the primary curriculum source for the social studies in pilot classes. The duration of the project averaged four months.

Scriven states that evaluation design should include the basic question, "... would they (program objectives) have been achieved without the program?"[99] Five non-pilot West Islip teachers evaluated the existing social studies curriculum using the criteria of the performance objectives and the NCSS Guidelines. The results of both surveys appear in Tables 4 and 5.

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[99] Michael Scriben, Evaluation: A Study Guide for Educational Administrators; The National Ed. D. Program for Educational Leaders, Nova University, Fort Lauderdale, Florida, 1974; p. 173, 174.

TABLE 4

THE COMBINED RESPONSES OF SOCIAL STUDIES PERFORMANCE OBJECTIVES ACHIEVED BY NON-PILOT TEACHERS 404, 405, 505, 506 AND 606

1	A	x x
	B	
	C	
2	A	x
	B	
3	A	x x x x x
	B	x
	C	
4	A	x x x
	B	x
	C	x
	D	x
5	A	x
	B	x x x
6	A	x x x
	B	x x
	C	
7	A	x x x
	B	x
	C	
	D	
8	A	x x
	B	x
	C	
	D	x
9	A	x
	B	
	C	
	D	x
10	A	x x
	B	

TABLE 4 (continued)

11	A	
	B	x
	C	
	D	
	E	x x
12	A	x
	B	x
13	A	x x
	B	
14	A	x x x
	B	x x
	C	
15	A	x
	B	
	C	x
	D	x
16	A	x x x
	B	x x x
	C	x
17	A	x
	B	
	C	
18	A	x
	B	x x
	C	x x
19	A	x x x
	B	x
20	A	x x x x
	B	x x x x
	C	x x x x
	D	x x x x

TABLE 5

THE COMBINED RESPONSES OF NON-PILOT TEACHERS
404, 405, 505, 506, and 606
TO NCSS CHECKLIST FOR EVALUAT. ' OF A SOCIAL STUDIES PROGRAM

	1	2	3	4
1.0	0	9	9	1
2.0	0	3	18	13
3.0	3		25	8
4.0	3		14	3
5.0	1	10	11	12
6.0	2	1	19	8
7.0	0	9	9	0
8.0	8	12	12	7
9.0	2	10	15	8
Total (%)	7	25	47	21

1 - Strongly, 2 - Moderately, 3 - Hardly at all, 4 - Not covered

Performance Objectives

Comments:

The non-pilot teachers indicate that 28% of the performance objectives are satisfied by the present social studies curriculum. The areas of Values Education (Item 7), the World of Work (Item 11), and the Nature of Rules and Law (Item 17) are poorly satisfied by the present social studies curriculum.

NCSS Checklist

Comments:

The non-pilot teachers indicate that the present social studies program is seriously deficient in the following categories:

Item		% Deficient
2.0	The Social Studies Program Should Deal with the Real Social World.	91
3.0	The Social Studies Program Should Draw from Currently Valid Knowledge Representative of Man's Experience, Culture, and Beliefs.	83
5.0	Learning Activities Should Engage the Student Directly and Actively in the Learning Process.	68
6.0	Strategies of Instruction and Learning Activities Should Rely on a Broad Range of Learning Resources.	90

Control groups were not utilized in this project.

"It is our judgment that the inclusion of control groups who do not get the treatment is uniformly self-prophesying; they will always be behind the achievement of children in the experimental group getting the special content and teaching. There seems to be little need for such control evidence; it merely takes up the time of the control pupils and the control teacher leading to negative teacher reaction about research." [100]

A record of the actual progress or functioning of the implemented program

Pilot teachers contacted the chairman of the Social Studies Steering Committee as questions and/or problems arose. Teachers were encouraged to confer with colleagues field testing similar programs. Committee members contacted pilot teachers in order to offer ongoing support.

These communications were oral. A record of the actual progress of the pilot programs is incomplete, due to the lack of professional personnel available to devote full time to the project.

Attainments of implemented programs

Twenty-three West Islip teachers in grades 4-6 agreed to field test and evaluate social studies programs. However, due to a job action caused by an impasse in negotiations between the Board of Education and the West Islip Teachers Association, eleven teachers returned all evaluation instruments.

"For the first time in the history of the West Islip school system, the West Islip Schools Board of Education has been unable to negotiate a contract with the West Islip Teachers' Association for 1975-76 and has called an impasse.

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[100] M. J. Rice and W. C. Bailey, loc. cit., p. 54.

The Board of Education has hired the firm of Raens, Pogrebin and Sher to act as its negotiator and has requested that the New York State Public Employees Relations Board assign a mediator." [101]

The West Islip Teachers' Association urged its members to cease all voluntary activities on April 22, 1975, in an effort to pressure the Board of Education to reach a contract agreement. Evaluation of social studies programs was considered to be a voluntary activity. (Appendix AA)

Evaluative data of social studies projects field tested are presented:

University of Colorado - Our Working World

San Francisco State College - Taba

University of Georgia - Anthropology Curriculum Project

University of Michigan - Social Science Laboratory Units

University of Minnesota - Family of Man

UCLA - Rights and Responsibilities of an American Citizen

Pflaum/Standard - Dimensions of Personality

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[101] THE BEACON Newspaper, Babylon, N. Y.; May 1, 1975.

TABLE 6

SOCIAL STUDIES PERFORMANCE OBJECTIVES ACHIEVED USING THE OUR WORKING WORLD PROGRAM

		Pilot Teachers		Elementary Administrators		
		204	406	4	3	5
1	A	x	x	x	x	x
	B	x	x	x	x	x
	C	x		x	x	x
2	A	x	x	x	x	x
	B	x		x	x	x
3	A	x	x	x	x	x
	B	x		x	x	x
	C	x		x	x	x
4	A	x	x	x	x	x
	B	x	x	x	x	x
	C	x		x	x	x
	D	x		x	x	x
5	A	x	x	x	x	x
	B	x	x	x	x	x
6	A	x	x	x	x	x
	B	x	x	x	x	x
	C	x	x	x	x	x

TABLE 6 (continued)

	Pilot Teachers		Elementary Administrators		
	204	406	4	3	5
7 A	x	x	x	x	x
B	x	x	x	x	x
C	x		x	x	x
D	x	x	x	x	x
8 A	x	x	x	x	x
B	x		x	x	x
C	x	x	x	x	x
D	x	x	x	x	x
9 A	x	x	x	x	x
B		x	x	x	x
C	x		x	x	x
D	x	x	x	x	x
10 A		x	x	x	x
B		x	x	x	x
11 A	x	x	x	x	
B	x		x	x	
C	x	x	x	x	
D	x		x	x	
E			x	x	
12 A			x	x	x
B			x	x	x

TABLE 6 (continued)

	Pilot Teachers		Elementary Administrators		
	204	406	4	3	5
13 A	x		x	x	x
B	x		x	x	x
14 A	x	x	x	x	x
B	x	x	x	x	x
C	x	x	x	x	x
15 A			x		x
B			x		x
C			x		x
D			x		x
16 A	x	x	x	x	
B	x	x	x	x	
C	x	x	x	x	
17 A	x	x	x	x	x
B	x	x	x	x	x
C	x	x	x	x	x
18 A	x	x	x	x	x
B	x	x	x	x	x
C		x	x	x	x
19 A	x	x	x	x	x
B	x	x	x	x	x
20 A	x	x	x	x	
B	x	x	x	x	
C	x	x	x	x	
D	x	x	x	x	

TABLE 7

THE COMBINED RESPONSES OF "OUR WORKING WORLD"
PILOT TEACHERS 204 AND 406
TO THE NCSS CHECKLIST FOR EVALUATING A SOCIAL STUDIES PROGRAM

	1	2	3	4
1.0	6	2	0	0
2.0	8	5	1	0
3.0	7	8	1	0
4.0	8	4	0	0
5.0	6	7	1	0
6.0	0	9	3	0
7.0	4	4	0	0
8.0	12	4	0	0
9.0	8	6	0	0
Total (%)	52	43	5	0

1 - Strongly, 2 - Moderately, 3 - Hardly at all, 4 - Not covered

University of Colorado - Our Working World

Performance Objectives - Comments:

The combined responses of two pilot teachers indicate that Our Working World satisfies 85% of the performance objectives.

Teacher	% Achieved
204	.93
406	.76

The combined responses of three elementary administrators indicates that Our Working World satisfies 97.2% of the performance objectives.

Administrator	% Achieved
4	100
3	97
5	80

NCSS Checklist - Comments:

The pilot teachers indicate that Item 8.0 Evaluation is "strongly" satisfied by Our Working World.

The teachers indicate that Our Working World satisfies 95% of the NCSS Guidelines.

Our Working World (continued)

Results of survey based on Rationale and Objectives of Our Working World stated in the SSEC Data Book:

TABLE 8

The Extent To Which The Rationale and Objectives Of Our Working World Are Met According To Pilot Teachers 204 and 406

Teacher - Grade	Strongly	Moderately	Not al All
2(04)	x[1]	x[2]	
4(06)	x		

[1]top students

[2]middle students

Evaluation of Our Working World Grade 2 Resource Guide and Textbook by Steering Committee teacher 103:

Teacher's Resource Guide - very good - it contains short and long term programs and projects, as well as play for dramatics - children get a chance to role-play the farmer, etc. and get a feel from the people they study.

Textbook - The set-up of the book is very good. It starts off with old and new cities, then goes into each part of city life. I feel, however, the content and reading level is a bit hard for second grade. Since I do not teach second grade I can't give an accurate criticism of content vs. New York State Curriculum.

The book is worth serious consideration by the committee.

TABLE 9

SOCIAL STUDIES PERFORMANCE OBJECTIVES ACHIEVED USING THE TABA PROGRAM

	Pilot Teachers			Elementary Administrators	
	305	106	706	1	2
1 A	x	x		x	x
B	x	x		x	x
C		x		x	x
2 A	x	x		x	x
B		x			x
3 A	x			x	x
B					x
C				x	x
4 A	x				x
B				x	
C	x				x
D				x	x
5 A				x	x
B			x		x
6 A			x		x
B		x	x	x	x
C				x	x

	Pilot Teachers			Elementary Administrators	
	305	106	706	1	2
7 A		x			x
B		x		x	x
C		x		x	x
D		x			x
8 A		x			x
B		x		x	x
C		x		x	x
D		x		x	x
9 A		x		x	x
B		x		x	x
C		x			x
D		x			x
10 A				x	
B				x	
11 A			x		
B				x	
C					
D					
E				x	
12 A		x			x
B		x		x	x

	Pilot Teachers			Elementary Administrators	
	305	106	706	1	2
13 A	x				
B					
14 A	x	x			x
B	x	x			x
C		x			x
15 A	x	x			x
B	x	x			x
C					x
D		x			x
16 A		x			
B		x		x	x
C		x		x	x
17 A	x	x			
B		x			x
C		x		x	x
18 A		x		x	
B				x	
C					
19 A		x			
B		x			
20 A	x			x	
B	x	x		x	
C	x	x		x	x
D		x		x	x

TABLE 10

THE COMBINED RESPONSES OF TABA PILOT TEACHERS 105 AND 106

TO THE NCSS CHECKLIST FOR EVALUATING A SOCIAL STUDIES PROGRAM

	1	2	3	4
1.0	3	4	0	1
2.0	6	6	1	0
3.0	7	6	0	2
4.0	8	3	0	0
5.0	6	4	1	1
6.0	4	3	2	2
7.0	2	5	0	0
8.0	0	1	0	7
9.0	1	1	0	2
Total (%)	42	37	4	17

1 - Strongly, 2 - Moderately, 3 - Hardly at all, 4 - Not covered

San Francisco State College - Taba

Performance Objectives - Comments:

The combined responses of three pilot teachers and two administrators indicate that the Taba program satisfies 44% of the performance objectives.

Teacher	% Achieved
305	.25
306	.63
706	.07

Administrator	% Achieved
1	.53
2	.72

NCSS Checklist - Comments:

Two pilot teachers indicate a serious deficiency in Item 8.0. "Evaluation Should be Useful, Systematic, Comprehensive, and Valid for the Objectives of the Program. The teachers indicate that Taba satisfies 79% of the NCSS guidelines.

Results of Survey based on Rationale and Objectives of Taba stated in the SSEC Data Book:

TABLE 11

The Extent To Which The Rationale and Objectives Of Taba Are Met Accoring to Pilot Teachers 305 and 106

Teacher - Grade	Strongly	Moderately	Not At All
3(05)	x		
1(06)		x	

Selected comments from non-pilot teacher who reviewed the fourth grade textbook:

"This text does not follow the fourth grade social studies curriculum for New York State American History. ...

However, the program does offer a very well-organized plan of study. The activities listed in the teacher's edition are excellent and can be used for all types of classes. The program emphasizes vocabulary development with specific activities for this purpose. The maps in the text are very good for development of map skills.

The format of each unit follows the scientific method as the social scientist does, and each concept is brought to the child by relating it to the child's state in which he lives. ... In conclusion, based on the above opinions, I would not recommend this text be used, especially not in the third or fourth grade."

University of Georgia - Anthropology Curriculum Project

SELECTED SOCIAL STUDIES PERFORMANCE OBJECTIVES ACHIEVED USING THE GEORGIA ANTHROPOLOGY CURRICULUM PROJECT

Pilot Teacher 105

12. The Transmittance of Cultural Traits

A x
B

13. Adapting Biological Inheritances to Environment

A x
B

16. Basic Concepts of History

A x
B
C

17. Nature of Rules and Laws

A
B x
C

19. Use and Misuse of Natural Environment

A x

Comments:

The Georgia project satisfies 50% of the performance objectives related to man and culture.

TABLE 12

THE COMBINED RESPONSES OF GEORGIA PILOT TEACHERS 105 and 205 TO THE NCSS CHECKLIST FOR EVALUATING A SOCIAL STUDIES PROGRAM

	1	2	3	4
1.0	2	3	1	2
2.0	7	6	1	0
3.0	12	4	0	0
4.0	8	3	0	1
5.0	8	4	2	0
6.0	6	2	3	1
7.0	3	2	0	0
8.0	0	2	4	2
9.0	2	5	0	0
Total (%)	50	32	11	6

1 - Strongly, 2 - Moderately, 3 - Hardly at all, 4 - Not covered

Georgia Anthropology Project (continued)

NCSS Checklist - Comments:

The pilot teachers indicate that Item 3.0 - "The Social Studies Program Should Draw From Currently Valid Knowledge Representative of Man's Experience, Culture, and Beliefs" is "strongly" satisfied by the Georgia Project.

The teachers indicate that the Georgia Project satisfies 82% of the NCSS Guidelines.

The Anthropology Test[102] was administered as a pretest to pilot classes 1-05 and 2-05. The composite form was re-administered after the completion of the unit to class 1-05.

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102 "A Sequential Curriculum in Anthropology, Test: Form 4, Composite Form for Pre- and Post-Test; Anthropology Curriculum Project, University of Georgia, Athens, Georgia, January, 1968.

Georgia Anthropology Project (continued)

TABLE 13

The Results of Sequential Curriculum in Anthropology
Test: Form 4 on Cognitive Achievement
Administered to Pilot Class 105

Student	Pre	Post
1	27	48
2	23	49
3	15	34
4	14	53
5	24	57
6	21	24
7	33	60
8	24	50
9	19	48
10	26	46
11	22	26
12	15	43
13	18	29
14	33	25
15	19	43
16	25	50
17	44	60

t = 5.14334
DF = 16

Comment: The gain of the cognitive achievement of students using the Georgia Project materials was significant at the .001 level.

Georgia Anthropology Project (continued)

Results of survey based on Rationale and Objectives of Georgia Project stated in the SSEC Data Book:

TABLE 14

The Extent To Which The Rationale and Objectives Of The Georgia Project Are Met According To Pilot Teachers 105 and 205

Teacher - Grade	Strongly	Moderately	Not At All
1(05)	x		
2(05)	x		

University of Michigan - Social Science Laboratory Units

The two pilot teachers did not return evaluations due to the West Islip Teachers Association impass previously described. However, both teachers expressed overall satisfaction with the program.

The SSEC Data Book reported that no evaluative data was available.

A staff analyst of the Social Science Education Consortium stated, "The program can easily be implemented in any school curriculum as an entire course or as single units for special purposes. Student involvement is enhanced through the nature of the activities and the personalized type of content. The emphasis on experiences which face youngsters each day in their relationships with others provides a real-world focus."[103]

The Institute for Social Research of the University of Michigan has no evaluative data available. (See Appendix RR)

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[103] Tedd Levy, University of Michigan, Elementary Social Science Education Program, SOCIAL EDUCATION, November, 1972.

University of Minnesota - Family of Man

SELECTED SOCIAL STUDIES PERFORMANCE OBJECTIVES ACHIEVED USING THE FAMILY OF MAN PROGRAM

Pilot Teacher 206

Comparative Cultures

14	A	x
	B	x
	C	

Map and Globe Reading Skills

20	A	
	B	x
	C	x
	D	x

Comments:

The Family of Man project satisfies 71% of the selected performance objectives on culture and map skills.

TABLE 15

THE RESPONSE OF "FAMILY OF MAN" PILOT TEACHER 206
TO THE NCSS CHECKLIST FOR EVALUATING A SOCIAL STUDIES PROGRAM

	1	2	3	4
1.0	0	4	0	0
2.0	1	3	2	1
3.0	1	2	2	1
4.0	4	2	0	0
5.0	1	2	1	2
6.0	1	1	4	0
7.0	1	2	1	0
8.0	1	2	3	2
9.0	0	3	0	3
Total (%)	19	40	25	17

1 - Strongly, 2 - Moderately, 3 - Hardly at all, 4 - Not covered

Family of Man (continued)

NCSS Checklist - Comments:

Pilot teacher 206 found Item 9.0 - "Social Studies Education Should Receive Vigorous Support as a Vital and Responsible Part of the School Program" deficient. This guideline does not reflect on the Family of Man project.

Item 6.0 - "Strategies of Instruction and Learning Activities Should Rely on a Broad Range of Learning Resources" is deficient in the Family of Man program.

Pilot teacher 206 indicates that the project satisfies 59% of the NCSS Guidelines.

Results of survey based on Rationale and Objectives of the Minnesota Project stated in the SSEC Data Book:

TABLE 16

The Extent To Which The Rationale And Objectives Of The Minnesota Project Are Met According To Pilot Teachers 206 and 102

Teacher - Grade	Strongly	Moderately	Not At All
2(06)		x	
1(02)		x	

University of California at Los Angeles - Your Rights and Responsibilities as an American Citizen

Pilot teacher 806 returned one evaluation survey. Pilot teacher 405 returned no evaluations due to the West Islip Teachers' Association impass previously described.

Survey based on Rationale and Objectives of the UCLA Project from the SSDC Data Book:

TABLE 17

The Extent to Which the Rationale and Objectives Are Met According to Pilot Teacher 806

Teacher-Grade	Strongly	Moderately	Not At All
8(06)	x*		

* top reading group only

SELECTED SOCIAL STUDIES PERFORMANCE OBJECTIVES ACHIEVED USING THE DIMENSIONS OF PERSONALITY PROGRAM

Pilot Teacher 104

4	A	x	5	A	
	B			B	x
	C	x	6	A	
	D	x		B	x
				C	

		Pilot Teacher 306	Pilot Teacher 104
7	A	x	x
	B	x	
	C	x	
	D	x	x
8	A	x	
	B	x	
	C	x	
	D	x	
9	A	x	x
	B	x	
	C	x	
	D	x	

Comments:

The Dimensions of Personality satisfies a majority of the selected performance objectives of group work, feelings, attitudes and values.

TABLE 18

THE RESPONSE OF "DIMENSIONS OF PERSONALITY" PILOT TEACHER 306 TO THE NCSS CHECKLIST FOR EVALUATING A SOCIAL STUDIES PROGRAM

	1	2	3	4
1.0	1	2	1	0
2.0	2	1	0	4
3.0	2	1	0	5
4.0	3	3	0	0
5.0	1	3	2	1
6.0	0	2	4	0
7.0	2	2	0	0
8.0	4	3	0	0
9.0	4	3	0	0
Total (%)	34	36	13	18

1 - Strongly, 2 - Moderately, 3 - Hardly at all, 4 - Not covered

Dimensions of Personality (continued)

NCSS Checklist - Comment:

Pilot teacher 306 indicates that the majority of Items 2.0 - "The Social Studies Program Should Deal With the Real Social World", and 3.0 - "The Social Studies Program Should Draw From Currently Valid Knowledge Representative of Man's Experience, Culture, and Beliefs" are not satisfied in the Dimensions of Personality.

Pilot teacher 306 indicates that 70% of the NCSS Guidelines are satisfied by the Pflaum program.

Results of survey based on Rationale and Objectives of Pflaum program stated in the S.S.E.C. Data Book:

TABLE 19

The Extent To Which The Rationale And Objectives Of The Pflaum Program Are Met According To Pilot Teachers 101, 203, 404, 306

Teacher - Grade	Strongly	Moderately	Not At All
1(01)		x	
2(03)	x		
4(04)	x		
3(06)	x		

Dimensions of Personality (continued)

Teacher Comments (West Islip)

Grade 1 - "The content is excellent. However, the author does not seem to take into account the reading level of beginning readers. If he truly wants to promote the self-concept of first graders he should eliminate most of the written text. Thus, not only would the concepts promote a positive feeling, but so would the child's own ability to deeal with the material independently."

Grade 2 - "I am more than enthusiastic. Not only are the activities thought-provoking, well-constructed and presented logically but they are delightful and appealing as well.
Two other 2nd grade teachers and I wholeheartedly agree that it would be a welcome adjunct to our present curriculum."

Grade 4 - "Excellent series - Everyone enjoys reading the book and doing the short lead-up activities."

CHAPTER VI

THE MODEL

The development of the model

The steering committee reviewed the pilot projects in relationship to the overall requirements of modern social studies delineated in Chapter II. An analysis of the evaluative data of the social studies programs field tested in West Islip indicated that aspects of each program have merit. Informal evaluation substantiated this finding. The committee concluded that the adoption of a single program would not satisfy all criteria of modern social studies. It was agreed that an ecclectic model developed from the field-tested programs would satisfy the adopted performance objectives.

The committee considered the following factors in developing the model.

1. principles of child development
2. success of field testing in West Islip
3. recommendations found in the Data Book
4. recommendations of Social Science Education Consortium analysts, and
5. publishers' recommendations

It was agreed that the Our Working World or Taba programs be installed in grades 4, 5, and 6.

Analysis of evaluative data indicated that the Our Working World project satisfied the performance objectives to a greater extent than the Taba program. Nevertheless, the committee agreed to offer district teachers the option of using either program. After much committee debate, the following statement was included in the final report to the Curriculum Council.

The committee does not intend to limit social studies materials to those that have been field-tested in West Islip. However, the recommended materials satisfy the West Islip Performance Objectives.

Teachers electing to use the recommended materials will be encouraged to continue in the ongoing evaluation process.

The Steering Committee recommends and encourages the West Islip staff to investigate and pilot other social studies programs that may satisfy the requirements of the performance objectives.

The utilization of either series provides continuity of conceptual development and serves to prevent duplication of content material.

The social science discipline of psychology is an essential component of modern social studies. The Dimensions of Personality program is recommended for grades 4-6. The tenets of social psychology developed by the authors of the Dimensions program relate research in psychology to principles of child development. Additional recommendations for grades 4 - 6 are presented:

Grade 4

The Family of New England project is recommended for grade 4. This project satisfies all criteria of the National Council for the Social Studies Curriculum Guidelines.[104] Children are able to

[104] Overview of the Project Materials Analyses, SOCIAL EDUCATION, Vol. 36, No. 7, November 1972.

successfully satisfy the objectives of the program independent of their reading ability. The Family of Man project is inquiry oriented. This project was recommended for Grade 4 in order to develop the pattern of inductive thinking that should permeate social studies education in subsequent grades. The Family of New England project is related to the present social studies curriculum and to the content of the Our Working World and Taba series.

Grade 5

The UCLA project is recommended for grade 5. The project consists of a case-study approach to understanding the U. S. Constitution. The UCLA project is related to the existing social studies curriculum and may be coordinated with the Our Working World or Taba programs.

The University of Georgia Concepts of Culture project is recommended for grade 5. The Georgia project introduces children to anthropological terminology which is totally new for most students. Two West Islip reading specialists recommded grade 5 as the appropriate placement for Concepts of Culture, though the publishers recommendation is grade 4. The Georgia project provides children with experiences in the Social Science discipline of anthropology as well as exposure to deductive learning.

Grade 6

The University of Michigan Social Studies Laboratory Units are recommended for grade 6. The Michigan project provides children opportunities to solve problems using the tools of the social scientist. According to Piaget, children in the stage of formal operations at age 11 are ready for scientific thinking and logical problem-solving.[105]

The Lab Units are correlated with the Our Working World series by the publisher.

A summary of the recommended model is presented:

Grade 4

Our Working World (University of Colorado)
or
Taba (San Francisco State College)
Family of Man (University of Minnesota)
Dimensions of Personality (Pflaum/Standard)

Grade 5

Our Working World
or
Taba
Concepts of Culture (University of Georgia)
Your Rights and Responsibilities as an American Citizen (UCLA)
Dimensions of Personality

[105] Barry J. Wadsworth, Piaget's Theory of Cognitive Development, David McKay Co., New York 1971.

Grade 6

Our Working World

or

Taba

Social Science Lab Units (University of Michigan)

Dimensions of Personality

The recommended model satisfies the philosophy of social studies education and the West Islip Performance Objectives.

The Social Studies Handbook provides general information and teaching strategies on utilization of the model components. (Appendix GG)

Installation of the Model

The practicum has satisfied the requirements necessary for the installation of an innovation outlined by Rubin.

"(a) a specific weakness has been identified, (b) the problem has been analyzed, (c) alternate solutions have been considered, and (d) a rational examination of the innovation's requirements has occurred."[106]

The social studies model for grades 4-6 developed by the steering committee was adopted by the West Islip Curriculum Council for district implementation.

Analysis of the innovation's requirements

The adopted social studies performance objectives constitute the framework for the social studies curriculum in the West Islip Public Schools. The model satisfies the requirements of a model social studies program based on performance objectives. The reader is referred to the overview of the components of the model and recommended teaching strategies on pp. 53-56 of the practicum.

Inservice education for district teachers and administrators recommended by the steering committee and curriculum council is essential for the successful implementation of the social studies curriculum. The first scheduled district workshop is a presentation of the Family of Man project. (Appendix BB)

The resources of the steering committee, district personnel and the New York State Social Studies Department will be utilized

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[106]Dr. Louis J. Rubin, Curriculum and Instruction Study Guide, Nova University, Fort Lauderdale, Florida, 1972.

in planning subsequent workshops. The following topics are in the planning stage:

The New Social Studies - Teaching Strategies
Using Performance Objectives
Developing Criterion-Referenced Tests

Initiation of the influence strategy

The strategies for initiation of the model are similar to those described in the installation of pilot programs in Chapter IV.

The district faculty has been afforded several opportunities for input and communication in the development of the social studies curriculum through the administration of four surveys. In order to prepare the district faculty for the new social studies curriculum, all teachers in grades 4-6 received copies of the performance objectives. Teachers were polled to determine their receptivity to the performance objectives. .44 per cent of the faculty responded. 92 per cent endorsed the performance objectives as the framework of the social studies curriculum. The returns of the survey are summarized in Table 20.

Table 20

Summary of 38 West Islip Teacher Reactions to the Social Studies Performance Objectives

	Numbers of Teachers		
	Endorse	Endorse with Qualifications	Reject
Grade			
4	5	7	2
5	4	4	1
6	5	10	0
%	.37	.55	.08

Teachers endorsing the performance objectives with qualifications were concerned with receiving adequate materials and training for successful implementation of the social studies program.

The receiving environment was further prepared for the innovation by four strategies.

(1) field testing social studies programs in 8 elementary schools

(2) steering committee reports to the curriculum council

(3) articles in the Curriculum Courier (Appendix

(4) distribution of social studies materials to each faculty, and

(5) orientation meetings with district faculties.

The writer initiated staff orientation meetings for the 4-6 faculties of the district elementary schools. The agenda for the meetings include discussion of the following topics:

(1) requirements of the new social studies

(2) West Islip Philosophy of Social Studies Education

(3) West Islip Performance Objectives

(4) Components of the Model

The writer encountered many West Islip teachers who are concerned with "covering" the recommended New York State social studies curriculum. Teachers have been assured that the New York State recommended social studies curriculum is not a mandate for social studies education. Dr. Donald Bragaw, Chief of the Bureau of Social Studies Education, stated that contrary to popular belief, the content of the New York State elementary social studies is flexible.[107]

Establishment of the pre-requisite conditions

The orientation meetings provided teachers with an overview of the goals of social studies education in the West Islip Public Schools. Teacher familiarity with teaching social studies based on the performance objectives is crucial to the successful installation of the program. Teachers and administrators are expected to develop specific objectives within the context of the performance objectives that satisfy the particular needs and

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[107]Donald Bragaw, Social Studies Steering Committee Meeting; West Islip, New York, January 14, 1974.

abilities of their children. Inservice education will be provided to assist teachers in working with performance objectives and developing criterion-referenced tests to measure attainment of the objectives.

It is essential that each building faculty reach concensus on adopting either the Our Working World or Taba components of the model. The use of the same series in grades 4-6 will provide consistent development of concepts and avoid duplication of content material. A cost analysis for the model components has been distributed to building principals and central administration.

The West Islip community will continue to be apprised of the social studies innovation via presentations to the Board of Education, articles in the District Newsletter, and presentations to the PTA.

Installation of the Model

The model was officially installed in the West Islip Public Schools after ratification by the Curriculum Council on November 12, 1975. Copies of the Social Studies Handbook were distributed to the faculties of five West Islip elementary schools. Teacher feedback on the organization, clarity, content, and potential utility of the Handbook was received by a survey in which .72 of the faculty responded. 93% of the respondents indicated that the content of the social studies model was either satisfactory or very good. The results of the survey are presented in Table 21.

Table 21

Summary of Responses of 31 Teachers in 5 West Islip Elementary Schools to the Social Studies Handbook

	Number of Teachers		
	Very good	Satisfactory	Unsatisfactory
Organization	18	8	1
Clarity	9	16	3
Content	11	15	2
Potential Utility	7	15	4
%	.41	.50	.09

Provision for transitional support

Transitional support for the modern social studies program for the West Islip Public Schools will be provided by the inservice education previously described. The resources of the steering committee, teachers involved in field-testing of the model components, and resources outside the district will be utilized as needs are determined.

The modern 4-6 social studies program for the West Islip Public Schools is not static. The model is designed to accommodate newly-developed social studies materials. Teachers are encouraged to evaluate and field test other social studies programs within the context of the performance objectives. It is recommended that the program be evaluated annually.

A district social studies data bank is proposed to provide a vehicle for ongoing faculty input and evaluation of social studies materials. The data bank would enable the district faculty to benefit from their collective experiences.

Publishers should be encouraged to relate materials to the specific requirements of the West Islip Performance Objectives. (Appendices CC, DD)

It is recommended that the model be used for the development of a K-12 sequential social studies program.

A viable social studies program must be receptive to the findings of new research in theory and methodology of the social sciences. The model has the flexibility to accommodate refinement and change.

It is the writer's hope that this social studies program will have a positive influence on the lives of the children it is designed to serve.

Evaluation of the Practicum

The objectives of the practicum stated in the Introduction have been achieved.

To conduct a needs assessment of the existing social studies program (Chapter I)

To obtain a goal and financial commitment from the West Islip Board of Education and administration to a modern social studies program (Chapter I) The adoption of elementary social studies as a district priority for the 1974-1975 school year was achieved through the writer's initiative.

To obtain a commitment from the professional staff to the goals and objectives of a modern social studies program. (Chapters I, IV)

To examine new social studies through a variety of means. (Chapters II, III.)

To field test social studies programs in the West Islip elementary schools. (Chapter IV)

To encourage K - 9 articulation in the West Islip Public Schools. (Chapters II, IV) Samples of communication between the elementary Social Studies Steering Committee and secondary personnel are included in APPENDIX EE, FF.

To provide a vehicle for coordination of the elementary social studies program in West Islip. (Chapter IV)

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APPENDIX B

WEST ISLIP PUBLIC SCHOOLS
West Islip, New York

PRELIMINARY REPORT TO THE BOARD OF EDUCATION ON THE AUGUST 27 AND 28, 1974, ADMINISTRATIVE WORKSHOP

PURPOSE OF THE WORKSHOP

A. To establish goals, objectives, and priorities for the 1974-75 school year to share with the Board of Education.

B. To review the critical areas of the school programs where all administrative personnel need to cooperate and participate.

C. To acquaint the administrative staff with new procedures which will produce better efficiencies--productivity.

D. To identify critical need areas in the school system for future budget deliberations.

II. CURRICULUM (Concluded)

8. To explore the potential implications of the following:

   a) learning disabilities

   b) career education

   c) computer-assisted instruction

   d) elementary school mathematics (Phase II)

   e) elementary social studies (Phase I)

   f) English electives

   g) tracking system

   h) Art in the elementary schools

   i) Health (elementary and junior high school, Phase I)

   j) Greater possibility of inter-departmentalization, e.g. Foreign language

   k) alternative schools (secondary)

9. To encourage the individualization of instruction

III. THE LEARNING DISABLED

1. To implement, evaluate and expand the Learning Centers in the elementary schools (1974-75 - Three Learning Centers at: Oquenock, Scr*hgate and Paumanok)

2. To establish a lay-professional committee to promote, investigate and foster programs for the Learning Disabled.

3. To implement, evaluate and improve the KIND (Kindergarten Individual Needs Determination) Program.

APPENDIX C

The West Islip School District's Audio-Visual Center has the following Social Studies materials, according to the most recent catalog. Numbers are approximate.

Primary filmstrips	90
Intermediate filmstrips	700
Single concept loops	100
Study prints	15
Transparencies	215

APPENDIX D

WEST ISLIP PUBLIC SCHOOLS
WEST ISLIP, L.I. NEW YORK

TO: Mr. Bellew
FROM: Social Studies Steering Committee
RE: Recommendations for the School year 1966-1967 in the Social Studies elementary curriculum

To implement the new State Social Studies Curriculum in our elementary grades for the coming year, the Steering Committee suggests the following:

Sixth Grade -

1. Purchase of the Scott Foresman Text for each pupil - Beyond the Americas
2. Purchase of the National Geographic Magazine for each 6th grade teacher
3. Purchase of the Headline Focus Wall Maps - one per building
4. Release of all except one set of encyclopedias from the building libraries to classrooms
5. Purchase of World Almanac for each class in all buildings
6. Purchase by students, if so recommended by teachers, of a current events type newspaper or newsletter
7. Maps of areas now studied to be purchased if not on hand
8. Purchase of Continental Press Map dittos - 1set per grade

Fifth Grade -

1. Purchase of the Scott Foresman Text for each 5th grade pupil - In the Americas
2. Purchase one subscription per building of American Heritage periodical
3. Purchase of one copy per building of Headline News Wall Map
4. Purchase by students, if so recommended by teachers, of a current events type newspaper or newsletter
5. Maps of areas now studied to be purchased if not on hand
6. Purchase of Continental Press Map dittos

Fourth Grade -

1. Purchase of the Laidlaw Text for each pupil "Great Names in American History"
2. Purchase of 30 copies per building of Fideler Text - "Citizenship and Government"
3. Maps of areas now studied to be purchased if not on hand
4. Purchase of Continental Press Map dittos

Third Grade -

1. This grade will utilize present 4th grade Follett Texts - Exploring Near and Far and Regions Near and Far
2. Purchase of Follett workbooks - same title as in #1 for each 3rd grade student
3. Purchase of Allyn and Bacon workbooks for 80 students (Secatogue)
4. Purchase of one National Geographic subscription per building for the 3rd grades
5. Utilization of National Geographic school Bulletin upon release from library
6. Purchase of Continental Press Map dittos

Grades 1, 2, and 3 will meet in September with principals Chairing these meetings to study and recommend the curriculum materials needed to implement the K - 3 Social Studies Outlines currently available.

As soon as the Bureau of Curriculum publishes the anticipated guidelines for grades 4 - 6, the Social Studies Steering Committee will meet to discuss the following:

1. Orientation of elementary teachers to the new curriculum
2. Possibility of lectures using High School Social Studies personnel
3. Availability of outside lecturers and experts in certain areas re workshops
4. Development of guidelines in the PEAS areas - to supplement the State guidelines
5. Utilization of resourse people from the Long Island Social Studies Association
6. Recommendations at subsequent meeting re purchase of further supplementary texts, instructional materials and film strips

APPENDIX E

REQUEST FOR FORMAL CURRICULUM STUDY

1. Statement of the area of concern:

   Grades K - 6 -- All elementary schools

   Study of Social Studies curriculum in elementary schools

2. Reasons for suggested revision, innovation and/or improvement:

   It is necessary to periodically assess and update curriculum. In May, 1964 the State Education Department issued a K-12 Social Studies Sequence. The disciplines of anthropology, economics, geography, history, political science and sociology were recommended to be incorporated in the Social Studies curriculum. It is necessary to purchase materials based on the interdisciplinary approach to Social Studies. We feel an overall study of the Social Studies curriculum, including objectives, content and evaluation, is necessary before purchases are recommended.

3. Brief description of proposals and procedures:

   We recommend that the Curriculum Council form a steering committee to study the Social Studies curriculum.

4. Names of individuals submitting request:

   N. Brookhart
   M. Curran
   C. Demarest
   P. Harrigan
   C. Harris
   P. Kirdahy
   G. Kleinmeier
   A. Pecoraro
   F. Torre

5. Date submitted:

   November 15, 1972

Adopted
11-15-72

APPENDIX F

WEST ISLIP PUBLIC SCHOOLS
WEST ISLIP, LONG ISLAND, N. Y.
11795

OFFICE OF THE SUPERINTENDENT
PAUL J. BELLEW, SUPERINTENDENT OF SCHOOLS

January 30, 1973

Mr. Philip Harrigan
Principal
Bayview School

Dear Mr. Harrigan:

The following have been appointed as members of the Elementary Social Studies Steering Committee:

Barbara Flood	Captree	4th Grade
Robert Gaggin	Bayview	5th Grade
Lee Gianna	Manetuck	6th Grade
Doni Judkowitz	Manetuck	3rd Grade
Lee Katz	Bayview	2nd Grade
Kaja Lemmerman	Udall	7th Grade
Susan Levy	Beach	8th Grade
Carl Harris	Higbie Lane	Principal
Andrew Pecoraro	Manetuck	Principal

Paul J. Bellew
Superintendent of Schools

Richard Boyle
President, West Islip
Teachers Association

jhe

APPENDIX G

WEST ISLIP PUBLIC SCHOOLS
West Islip, New York

TO: Members of the Elementary Social Studies Steering Committee

FROM: Paul J. Bellew, Superintendent of Schools

RE: Meeting

DATE: February 15, 1973

The following members of the Professional Staff were appointed to serve as members of the Elementary Social Studies Steering Committee.

Barbara Flood	Captree	4th Grade
Robert Gaggin	Bayview	5th Grade
Lee Gianna	Manetuck	6th Grade
Doni Judkowitz	Manetuck	3rd Grade
Lee Katz	Bayview	2nd Grade
Kaja Lemmerman	Udall JH	7th Grade
Susan Levy	Beach JH	8th Grade
Carl Harris	Higbie Lane	Principal
Andrew Pecoraro	Manetuck	Principal

The first meeting of this committee will be held on Tuesday, February 27, 1973 at 3:15 p.m. in the Conference Room at the District Office.

Please plan to be in attendance at this meeting.

APPENDIX H

WEST ISLIP PUBLIC SCHOOLS
West Islip, New York

April 30, 1973

TO: All Elementary Faculty

FROM: Social Studies Steering Committee

The Committee has developed a tentative philosophy of Social Studies Education. We would appreciate your reactions to the six general principles on page 2.

The Bureau of Elementary Curriculum Development of the New York State Education Department developed a recommended program for the Social Studies in 1969. The Committee is currently using the state guidelines as the basis for further study.

The Committee would appreciate reactions from teachers on the overview section for each grade level. Both the K-3 and 4-6 curriculum guides are available in each building.

Please return both reactions to the Social Studies Steering Committee, c/o District Office, by Friday, May 18.

The Committee appreciates and needs your involvement.

Sincerely,

Andrew A. Pecoraro, Chairman
Barbara Flood
Robert Gaggin
Rosalie Gianna
Carl Harris
Doni Judkowitz
Lee Katz
Kaja Lemmerman
Susan Levy

WEST ISLIP PUBLIC SCHOOLS
West Islip, New York

TENTATIVE PHILOSOPHY OF SOCIAL STUDIES EDUCATION

1. It seeks to emphasize the teaching of concepts rather than the accumulation of data.

2. It seeks to provide all students with the values, skills, understandings, and knowledge needed to cope with the pressing social problems of our age.

3. It attempts to incorporate into the curriculum basic concepts drawn from the disciplines of anthropology, economics, geography, history, political science, and sociology.

4. It attempts to develop skills and research techniques sequentially.

5. It attempts to provide learning activities that aim at conceptualization through the techniques of inquiry and discovery.

6. It emphasizes the use of multi-media resources rather than the traditional textbook approach.

APPENDIX I

Name(s): _____ School: _____ Grade: _____

_____

_____

These Social Studies Skills are "as good as any", according to the New York State Social Studies Education Department Chief. They are taken from the 53rd Yearbook of the National Council for the Social Studies.

Please check those skills which you introduce and STRESS at your grade level.

Thank you for your cooperation. Please complete by _____.

Social Studies Steering Committee

Andrew Pecoraro, Chairman
Barbara Flood
Rosalie Gianna
Carl Harris
Doni Judkowitz
Susan Levy

APPENDIX I

SOCIAL STUDIES SKILLS

Part One: Skills which are a definite but shared responsibility of the social studies

I. Locating information
II. Organizing information
III. Evaluating information
IV. Acquiring information through reading
V. Acquiring information through listening and observing
VI. Communicating orally and in writing
VII. Interpreting pictures, charts, graphs, tables
VIII. Working with others

Part Two: Skills which are a major responsibility of the social studies

I. Reading social studies materials
II. Applying problem-solving and critical-thinking skills to social issues
III. Interpreting maps and globes
IV. Understanding time and chronology

Part Two:

I. Reading social studies materials
   A. Understanding an increasing number of social studies terms
   B. Learn abbreviations commonly used in social studies materials

II. Applying problem-solving and critical-thinking skills to social issues
   A. Recognize that a problem exists
   B. Define the problem for study
   C. Review known information about the problem
   D. Plan how to study the problem
   E. Locate, gather, and organize information
   F. Interpret and evaluate information
   G. Summarize and draw tentative conclusions
   H. Recognize the need to change conclusions when new information warrants
   I. Recognize areas for further study
   J. Use problem-solving techniques in meeting personal and societal problems

APPENDIX I

Grade –		K	1	2	3	4	5	6
I	A.		2	1	2	3	2	6
	B.				1		3	3
I.	A.		4	1	4	4	5	1
	B.		4	1	2	4	5	1
	C.		4	1	2	4	5	1
	D.			1	1	4	5	
	E.	2	2	1	3	4	5	3
	F.			1	2	4	5	4
	G.	2	2	1	2	4	5	4
	H.			1		4	3	
	I.			1		4	3	
	J.	2			1	4	5	1
I A.	1.			4	3	8	3	
	2.			3	3	8	6	7
	3.		142	3	2	9	6	7

Grade -	K	1	2	3	4	5	6
III A.							
4	2	4	4	4			
5		2	4	4	6	5	4
6					2	2	4
7			3	4	6	6	4
8				1			4
9					3	4	7
10					3	1	4
11			3	4	6	1	4
B.							
1			4	4	9	2	4
2		2	4	4	7	3	7
3				4	6	6	7
4			3		3	1	7
5					3	6	7
6					3	5	7
7			3	4	9	6	7
8					3	6	4

Grade -	K	1	2	3	4	5	6
B. 9.					5	2	4
10.				1	3	3	
11.					3	1	3
12.			3	3		4	4
13.						6	6
14.			3	2	3	3	4
15.				2	4	2	7
16					3	1	4
17.						1	4
18.				2	3	2	3
C. 1.	2	2	1	1	3	3	
2.	2		4	3		3	
3.					3	1	1
4.			3	3		5	4
5.			3	3	3	2	4

Grade –		K	1	2	3	4	5	6
C.	6.			3				4
	7.					3	2	4
	8.					3	1	7
	9.					3		1
	10.					4	4	1
D.	1.		2	4	4	3	6	6
	2.				1	4	6	6
	3.					3	1	4
	4.						1	7
	5.							3
	6.				2		6	7
	7.						2	
E.	1.					1	3	4
	2.						1	1

Grade -	K	1	2	3	4	5	6
E. 3.				1	4	3	4
4.					3		1
5.					5	2	4
6.						1	3
7.					4	4	4
V. A.							
1.	2	4	4	3	3		
2.	2	4	4	2			
3.	2	4	4	2			
4.	2	4	4	2	3		1
5.		2	3	4	4	6	7
6.	2	2	4	4	6	6	7
7.				2	5	6	6
8.	2	2	4	4	6	6	7

Grade —		K	1	2	3	4	5	6
A.	9.				1	1	4	4
	10.				1		1	7
	11.							
	a.			3	1	3	5	1
	b.	1	2	4	1	3	5	
	12.							
	13.				1		5	4
B.	1.		2	4	4	3	4	
	2.	2	4	4	4	5	4	1
	3.	2	4	4	4	6	4	1
	4.				1	8	2	1
	5.				3	9	3	7
	6.					6		
	7.				1	9	6	6
	8.				1	9	2	4
	9.		2	3	3	6	6	4
	10.						3	5

Issued Periodically in the Interests of Residents of School District No. 9

BOARD OF EDUCATION

RUSSELL H. SCHULTZ, *President*
J. ROBERT ANNINO, *Vice President*
HARRY WEINSTEIN — PAUL J. HAMILTON
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JOSEPH A. GIULIANI

DR. DARYL W. PELLETIER
Superintendent of Schools

FRANCIS M. LENHART, *Treasurer* — EDITH SEITZ, *District Clerk*

Questions To The Central Office

From time to time the central office receives questions regarding various aspects of the school life. We will attempt to print some of these questions that are of general interest and give the answer to the question.

A sample question and answer follows:

Question: Why doesn't the school permit commercial photographers to take pictures of individual students or class groups for sale?

Answer: The New York State Constitution (article VIII, section 1) expressly prohibits the use of public school property or personnel "in aid of any individual, or private corporation or association . . ." This provision is of course applicable to the use of school buildings and personnel by photographers engaged in the sale of pictures to pupils or parents. It is not improper, however, for commercial photographers to take pictures in school if the pictures are taken at the request of the school authorities solely for inclusion in the yearbook, or for pupil identification purposes, where the school district purchases one copy only for each such purpose. Where a photographer is at the school to take pictures for such purposes, he may hand the pupils cards indicating the name and address of the photographer and the price of additional copies of the pictures. Any such purchase would have to be made by the parent directly from the photographer's studio, outside of school hours, and without the use of school personnel.

It is improper for a photographer to use school facilities or school personnel for the purpose of selling photographs to pupils or parents. This means that photographs taken solely for that purpose may not be taken on school premises, and that teachers, other school employees, and pupils may not be used to assist a photographer in distributing forms or pictures, or in collecting the costs of the pictures.

Parent associations, and any other interested organizations other than school personnel may voluntarily assist in the taking and sale

SCHOLARSHIP WINNERS

(Continued from Page 1)

ald G. Seagraves, Mitchell J. Singer, Karen T. Spellerberg, Donald Turansky ,Guy P. Vilim, Karen I. Weckerle, Adrian T. Woodward.

Deborah Ortiz was the recipient of a Regents nursing scholarship. Each nursing scholarship entitles the recipient to an award of $200 to $500 a year for up to 5 years of nursing study at a college, or at a hospital school of professional nursing in New York State.

The following seniors were named alternates: Karen Canale, Robert E. Conover, Marie L. Eisenberg, Vincent Gallagher, Douglas S. Hance, Janice J. Honey, David L. Jones, Barbara A. Kosiczky, Michele M. Kulp, Rosemary P. Kurtz, Daphne L. Loukides, Hermann H. Luttmann, Frank P. Maltese, Agnes Moy, Janet M. O'Grady, Robin M. O'Reilly, Gerald A. Peragine, Constance L. Salvato, Ira J. Sanchick, James C. Sanford, John F. Schindler, Nicholas L. Spatafora, Kenneth H. Webster.

CHIEF OF SOCIAL STUDIES BUREAU VISITS WEST ISLIP

The West Islip Elementary Social Studies Steering Committee was honored to hear Dr. Donald Bragaw, Chief of the Social Studies Bureau of the New York State Education Department, at its meeting of January 15. Dr. Bragaw presented an overview of the state program. Pertinent questions were asked. He gave valuable suggestions and direction to the Elementary Social Studies Steering Committee.

The Committee was established on January 30, 1973, and has met bi-weekly. They have developed a philosophy of Social Studies Educ-

SENIOR HIGH SCHOOL HONOR SOC INDUCTS 94 STUDENTS

On Wednesday, January 16, 1974, 94 new members of t tional Honor Society were inducted in an evening candlelight cer Speeches centered on the four cardinal principles of the organ were given by the officers; Suzanne Kiniry, vice-president, on acter; Barbara Celona, sec on service; Michael Aguera ident, on scholarship; an Johnston, treasurer, on lead

Several of the speakers s the new active role of the in such activities as a 1950's a Washington, D.C. trip, th ing program, and a scho fund raising program that clude Saturday morning ch movies.

Mr. John D. O'Donnell school principal, presented signias assisted by Mr. Wil Angelos, assistant princip the advisors, Mrs. Eloise and Mr. William Dwyer.

Mr. O'Donnell then ad the Honor Society and the ilies on the subject of "The Mind." He also added an in ing note that the first gra class of West Islip School almost the exact number new members. A receptio held following the ceremon

The new inductees are lows:

Frank Alfano, Linda A Corey Ayling, Christina Ronnie Bauman, Karen Boc lene Bogdanowich, Bruce B Daniel Bosmann, John Br Susan Carlson, Joyce Coha anne D'Ascoli, Linda Davila, DeCamp, Lorraine DeSale, Ennis, Adrienne Farrell, Ste Flower, Richard Forst, P Galati, Donna Garvin, Keith stein, James Guerin, Lauren han, Paul Hayes, Kathleen H Mary Ann Kay, Marguerite ing, Lisa Krapf, Deirdre La Louise Leven, Rebecca Livin Donna Lofgren, Mary Luike drey Lutz, Edward Lutz, M ons, Holly Manning, John Nancy Marchesini, Kenneth Howard Maurer, Linda Scott Melusen, Peter Muller Muller, Susan Mulligan, Murphy, Valerie Myers, Nicholl, Robert Nielson, Nimphius, Geraldine Noble beth Nolan, Mary Nolan, Fr O'Connor, Terence O'Malle ginia Parnell, Karen Petruc Podd, Judy Podmajersky, Prince, Margaret Puchta, Quinn, Linda Repola, Linda berg, David Runda, Debora dor, Paul Samson, Leslie Sa Merrie Schecker, Susan S Jo Ann Sciarratta, Steven S Dianne Sforza, Lisa Sims, D son, Kristi Sjoholm, El Smith, Maryann Streib, Sweithelm, David Thayer, Thompson, Geralyn Tri Rosemary Valenti, Kevin tine, Deborah Vidal, Donal ster, Donna Wloszczyna, C Wojno, Lynne Ward, Mary Marianne Wunder.

Kindergarten Registration

Kindergarten registration will be held at the various elementary schools in the West Islip Public School District according to the schedule below:

On Monday, Tuesday and Wednesday, April 29, 30 and May 1, 1974 at the Bayview, Higbie Lane, Oquenock, Manetuck and Paumanok Schools. On Monday, Tuesday and Wednesday, May 6, 7, and 8, 1974 at the Captree, Paul J. Bellew, Southgate and Westbrook Schools. Hours of registration will be from 9:00 A.M. to 12 Noon and from 1:00 P.M. to 3:00 P.M.

In accordance with an established policy of this school district, children must be 5 years of age on or before December 1, 1974 in order to be enrolled in Kindergarten for the 1974-75 school year. Evidence of the date of birth of the child must be presented at the time of registration, e.g.: birth certificate, passport, etc.

PTA HOLDS FOUNDERS DAY PROGRAM

On Saturday evening, February 9, 1974, the West Islip Council of PTA presented its Annual Founders Day Program.

Each year celebrations are held by PTA's throughout the country to commemorate the founding of the National Parents Teacher Association in 1897.

This year the Founders' Day Committee, under the Chairmanship of Mrs. James Caputi, arranged an evening of music featuring the Harbormen, members of the Brookhaven Chapter of the Society for the Preservation and Encouragement of Barbershop Quartet Singing in America. The audience was treated to a program of barbershop quartet and chorus harmony integrated with amusing skits and scenes.

39 JUNIOR HIGH SCHOOL STUDENTS IN COUNTY MUSIC FESTIVAL

The Suffolk County Music Educators Association have chosen thirty nine West Islip Junior High School Music Students to participate in their 20th Annual Junior High School Music Festival.

The festival will be held at the C. W. Post College Auditorium on March 15, 16, and 17 and will feature the outstanding Junior High School music students from Suffolk County.

APPENDIX K

M A N E T U C K P T A
M E S S E N G E R

JANUARY 1975 COORDINATOR: H. OBREITOR

PRINCIPAL'S MESSAGE

ELEMENTARY SOCIAL STUDIES

The new Social Studies consists of an integration of history, geography, political science, anthropology, economics, sociology, and social psychology.

One elementary textbook cannot possibly meet the requirements for a modern social studies program. We in Manetuck do many of the things found in a recent National Council of Social Studies publication by Daniel Roselle, entitled, "A Parent's Guide to the Social Studies". "...inquiry-minded teachers, who wish to think with rather than for students, provide their students with opportunities to see films and filmstrips, to listen to tapes and records, to participate in role-playing and simulations, to survey the community on key problems, to undertake independent research projects, to handle artifacts, to analyze source materials, to work directly with organizations, to photograph scenes of social significance, to travel outside the school environment, and to experiment with a variety of learning experiences--all of which can help students learn how to learn on their own."

Three areas come to mind concerning parent involvement in teaching Social Studies:

a. Field trips can enrich children's social studies experience.

b. Parents can discuss the moral and financial affects of vandalism.

c. Family discussions concerning the difference between "tattling" and "civic responsibility" would be appropriate.

West Islip has a committee currently examining new programs for possible implementation in September, 1975.

Andrew A. Pecoraro
Principal

APPENDIX L

Bayview School
Snedecor Avenue
West Islip, N.Y. 11795

January 24, 1974

Mr. Andrew Pecorarro, Principal
Manetuck School
West Islip, N.Y. 11795

Dear Mr. Pecorarro:

On behalf of all the members of the West Islip District Curriculum Council, I want to express many thanks for the fine presentation you gave at our meeting on January 17, 1974. Please inform the members of the Elementary Social Studies Steering Committee that we were very pleased with the work being done. You are all to be highly commended!

Sincerely,
Gayle Pescuma
Gayle Pescuma
Secretary

APPENDIX H

WEST ISLIP PUBLIC SCHOOLS
WEST ISLIP, LONG ISLAND, N.Y.
11795
PAUL J. BELLEW, SUPERINTENDENT OF SCHOOLS

BAYVIEW SCHOOL
PHILIP J. HARRIGAN, PRINCIPAL

April 23, 1975

Mr. Andrew Pecoraro
Manetuck School
West Islip, New York

Dear Mr. Pecoraro:

The District Curriculum Council wishes to thank you for providing valuable insights into the functioning of the Elementary Social Studies Steering Committee.

Your leadership as chairman of this steering committee has no doubt been an instrumental factor in the continued success of this committee.

Again our thanks for your and your committee's efforts.

Sincerely,

Philip J. Harrigan
Chairman
District Curriculum Council

APPENDIX N

WEST ISLIP CURRICULUM COURIER

TO INFORM AND TO STIMULATE IDEAS

Volume 1, No. 1 February, 1975

REPORTS from the

STEERING COMMITTEES

SOCIAL STUDIES
Elementary Level

The Social Studies Steering Committee

Robert Gagin	- Bayview
Lee Gianna	- Manetuck
Carl Harris	- Oquenock
Doni Judkowitz	- Manetuck
Susan Levy	- Beach Street

The Study Committee

Mildred Anderson	- Manetuck
Frances Corcoran	- Oquenock
Doris Jacobs	- Captree
Elaine Klein	- Higbie
Genevieve Oliver	- Manetuck

The Elementary Social Studies Steering Committee has been in existence since February, 1973. The committee has generally met bi-weekly since that date. Some of its accomplishments will be encapsulized.

The committee has developed a Philosophy of Social Studies Education. A district-wide survey accorded the elementary faculty an opportunity for input. Information gained from this data formed the basis for the Philosophy of Social Studies Education.

In order to keep abreast with current social studies thinking, the committee has and continues to investigate current research and literature.

EVENTS TO NOTE--

March 1, 22, 29 April 5 May 3, 10, 17 Hofstra University (see p. 3)	Workshops in Instructional Approaches for Children with Learning Disabilities
March 6 Higbie Elementary School - 3:45 p.m. Betty Raimondo & Rosemary Hanley Call Vita Rosen 273-5436	Workshop: Games & Materials for Individualization (2-6)
March 13 Crest Hollow Country Club - 2-6 p.m. (Jericho Tpk. & Woodbury Road - Woodbury)	Instructional Materials Exhibit (Elementary & Secondary Teachers) Call Bob Smith 295-2700

(Social Studies - continued)

Visitations and attendance at professional conferences have been encouraged. Two members attended the National Science Foundation Conference at Geneseo in July. One member attended the National Council for the Social Studies Conference in Boston. Three members attended the Educational Consulting Associates Conference on Individualizing Social Studies. Guest speakers from our own and other districts have kept us informed of current trends in social studies.

A Social Studies Skills survey involved a sixteen teacher sub-committee representing all elementary schools. After tabulating results

CURRICULUM
COURIER
West Islip Public Schools
West Islip, NY 11795

Published bi-monthly five times a year

Curriculum Council

Mr. Philip Harrigan, Chairman
Bayview
Mr. William Beck
High School
Mr. Carl Harris
Oquenock
Mr. William Hendrickson
Udall Junior High School
Dr. Paul Kirdahy
District Office
Mrs. Marian Metznik
Bayview
Mr. William McAloon
High School
Mr. Patrick McKeown
High School
Mr. John O'Donnell
High School
Miss Joan Perrini
Udall Junior High School
Mrs. Jean Romano
Higbie Lane
Mr. Steve Waldman
High School

Material for publication should be sent to Ms. Phyllis M. Lucier, Courier Editor, West Islip High School (Phone Ext. 245).

(Social Studies - continued from p. 1)

of the survey we concluded that we could not develop a single set of social studies skills to meet the grade (or individual) requirements of our elementary population. The State Education Department is in the process of developing a flow chart of sequential social studies skills.

The committee has utilized the resources of the Bureau of Social Studies of the New York State Education Department. We currently have two teacher-training video tapes developed by professors from Rochester and SUNY at Brockport. This overview (30 min. programs) of the disciplines of geography and anthropology may be seen by contacting the district TV control center.

We have utilized a variety of State Department, as well as National Council of Social Studies, publications. Dr. Don Bragaw, Chief of the Bureau, was the guest of the committee in West Islip.

The committee recommended the BOCES-SCOPE course. "Values in Education for Today's Schools," which was given in Deer Park last semester. Another course in elementary social studies will be offered in West Islip in February.

The district is a member of the Social Studies Consortium of Boulder, Colorado. This Data Book, which is updated periodically, contains objective evaluations of social studies projects developed by universities. Information gained from the Data Book, as well as the NCSS, formed the basis for selections for pilot programs.

Pilot programs are scheduled to begin in February. Volunteers representing each elementary school have been selected. An orientation program will begin as soon as ordered materials are received. Specific guidelines, including evaluative procedures, will be outlined at these meetings.

The target date for completion of Phase I is May, 1975. School and district adoptions will be based upon the analysis of the pilot program evaluations.

MATH DEPARTMENT
Secondary Level

New Two-Year Algebra Course

Two new courses will be offered in the high school next September--*Computer Programming-Basic* and *Computer Programming--Fortran*. The courses are designed to meet the needs of the students who wish to develop skill in the use of computers and computer language and to apply computer capability to various areas of the curriculum as well as to open possibilities for career goals.

The computer belongs in the family of instructional media, such as textbooks, films, laboratories, videotapes, etc. The individual student may apply computer capability to statis-

(continued on p. 3)

October 15, 1973 32

PFLAUM / STANDARD DIMENSIONS OF PERSONALITY GRADES 4, 5, AND 6

Author: Walter J. Limbacher
Publisher: Pflaum/Standard
38 West Fifth Street
Dayton, Ohio 45402

Publication Date: 1969 - 70
Availability: From publisher
Grade Level: 4-6
Subject Area: Human Relations, Mental Health, and Values Education

Overview

The intermediate program of *Dimensions of Personality* is designed to assist children through the "reaching out" years of middle childhood. The focus of the program is helping the child know and understand himself during the formative period prior to his teens. The student texts include readings, cartoons, and pictures. Introductory activities for each unit are suggested in the Teacher's Edition, and spirit masters for class activities are provided.

Materials and Cost

Student and Teacher Materials:

Here I Am. Grade 4, 83 pp.,	
6" x 9", paperbound	$1.87
hardbound	$2.85
Teacher's Edition: 127 pp.,	
6" x 9", paperbound	$3.99
I'm Not Alone. Grade 5, 189 pp.,	
6" x 9", paperbound	$2.46
hardbound	$3.92
Teacher's Edition: 271 pp.,	
6" x 9", paperbound	$4.52
Becoming Myself. Grade 6, 204 pp.,	
6" x 9", paperbound	$2.60
hardbound	$4.10
Teacher's Edition: 280 pp.,	
6" x 9", paperbound	$5.18

Additional Materials: Spirit masters for class activities:

Here I Am	$.95 set
I'm Not Alone	$1.02 set
Becoming Myself	$.95 set

Required or Suggested Time

Each student text consists of suggested activities, followed by student readings and discussion questions. There are 11 units in *Here I Am;* 20 in *I'm Not Alone;* and 17 in *Becoming Myself.* The materials could be used on an intensive basis over six weeks or a semester. However, use over a year's time could greatly enhance the program, since it would allow for reinforcement of the concepts over time.

Intended User Characteristics

The intermediate materials in the *Dimensions of Personality* series can be used successfully with students of varying ability levels. It should be noted that some of the reading may be too difficult for slow learners. This problem may be overcome by having the students read aloud or by having the teacher read to them. The teacher must be able to maintain an open classroom atmosphere and to conduct meaningful classroom discussion.

Rationale and General Objectives

The authors believe that important physical, social and emotional changes occur in children during the intermediate grades. In addition to a developing self-awareness of his role as a family member and as a part of the larger society, the child's relationships become increasingly important to him. In order to make a healthy adjustment to adolescence, the child must be aware of the causes and effects of such growth and change. The major objective of this program is to promote such awareness, thus enabling the child to understand and accept his personal development.

agree

very true realize, but don't incorporate

program does this very well, but child need to be reminded of what has been pointed out.

Content

Here I Am, the 4th-grade text, is focused on a study of self. The students engage in activities and discussions on self-awareness, senses, emotion, heredity, environment,

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APPENDIX P

BOCES SCOPE

SUB-REGIONAL INSERVICE OFFERING
at the
WEST ISLIP PUBLIC SCHOOLS

NEW CONCEPTS IN ELEMENTARY SOCIAL STUDIES
Mr. Thomas Lavan

SR-81 First Class: February 27, 1975, at the Westbrook School, Thursdays
3:30 - 5:10 - 14 consecutive sessions - *Equivalent academic hours: 2

This workshop is designed to familiarize teachers with a variety of instructional materials currently available to implement the Social Studies curriculum. The spiral nature of the Social Studies curriculum with particular focus on the major themes that recur in grades 3 through 6 will be discussed. Topics will include: Philosophy of the new Social Studies--Spiral Construction of the New York State Social Studies Curriculum--Flow Chart of the Social Studies Program--Content Selection and Relevance--A Review of Appropriate A-V Materials--Values and Value Clarification--Current Political, Social and Economic Organizations--Summary.

*A BOCES/SCOPE certificate of completion will be awarded to participants upon successful completion of the workshop.

THOMAS LAVAN received his B.S. from Fordham and an M.A. from St. John's University. He has some sixteen years of experience in the field of education. Mr. Lavan is currently the district coordinator of social studies at the North Babylon Public Schools. He was a co-editor of "Dynamics of Discovery" published by SCOPE, and has taught inservice courses for SCOPE in the "New Social Studies".

* *

Questions concerning this workshop should be addressed to Dr. Paul Kirdahy at the address noted below.

If you would like to register for this workshop, please detach and complete the registration form below and return it to Dr. Paul Kirdahy, Assistant Superintendent for Elementary Education, at the administration offices of the West Islip Public Schools, Beech Street and Sherman Ave., West Islip, New York 11795 by February 14, 1975.

BOCES/SCOPE

I would like to register for SR-81, "New Concepts in Elementary Social Studies"

APPENDIX Q

COMMITTEE VISITATIONS TO RECOMMENDED SOCIAL STUDIES PROGRAMS ON LONG ISLAND

Project Individualized Instruction Observation Seminars	Jan. 22, 1974	Lee Gianna Sereta Lamm
Career Education Center Meeting Mineola Jr. High School	Mar. 25, 1974	Lee Gianna Doni Judkowitz Phyllis Lucier Evelyn Edick Andrew Pecoraro
Social Studies Program, Woodmere Academy (Elementary) Woodmere	Mar. 3, 1975	Andrew Pecoraro
Social Studies Lab, Islip Jr. High	Mar. 11, 1975	Andrew Pecoraro

APPENDIX R

COMMITTEE MEMBERS ATTENDANCE AT PROFESSIONAL SOCIAL STUDIES CONFERENCES

Third Annual Stony Brook Conference of the Long Island Council for Social Studies	Mar. 10, 1973	Andrew Pecoraro
Long Island Council for Social Studies, Woodbury Country Club	Oct. 10, 1973	Andrew Pecoraro
Seminar on Social Studies, K-6, Educational Consulting Associates Conference, Hempstead	Mar. 26, 1974	Frances Corcoran Mary Jane Turner Andrew Pecoraro
Northeast Social Studies Conference of the National Council for the Social Studies, Boston	April 3-6, 1974	Rosalie Gianna
Administrators Conference on Elementary Social Science, National Science Foundation, Geneseo	July 9-16, 1974	Carl Harris Andrew Pecoraro
Individualization in Social Studies (5-12) Workshop Conference, Associa- for Innovative Development and Education, Hempstead	Dec. 3, 1975	Genevieve Oliver Andrew Pecoraro

APPENDIX S

PUBLISHING COMPANIES' PRESENTATIONS TO THE WEST ISLIP SOCIAL STUDIES STEERING COMMITTEE

Joseph Brodack	Laidlaw	May 10, 1973
Ray Coykendall (dec.)	Follett Publishing Co.	May 22, 1973
Alan Frischman	Arista	January 6, 1975
Patrick Henry	Taba - Field Pub.	November 13, 1974
Sidney Oper	MacMillan	October 15, 1974
Roger Turk	Addison-Wesley	May 13, 1975

APPENDIX "F"

Social Studies Planning Committee
West Islip Public Schools

If you are interested in participating in a pilot program in Elementary Social Studies please return this request form to your building principal by November 15th.

Reason(s) for Interest: I believe a multi-media non-graded Social Studies program should be adopted in the Elementary schools. I have tried to individualize my program with the aid of some different media for the past few years & am willing to participate in the pilot program.

All requests will be carefully reviewed by the committee.

NAME: Larry Kazemier

SCHOOL: Captree GRADE: 5

APPENDIX U

November 20, 1974

TO: Julian V. Cowan

FROM: Andrew A. Pecoraro

RE: Order for Video Tapes

Kindly order these State Department Social Studies video tapes for teacher education:

1 - Anthropology - Sherwood Lingenfelter, SUC, Brockport

2 - Geography - Robert Hall, Jr., University of Rochester

APPENDIX V

January 8, 1974

TO: Julius V. Cowan, Director of Educational Communications

FROM: Andrew A. Pecoraro, Principal, Manetuck School

RE: Taping of Teacher Training Programs

The following is the list of state-produced teacher training programs which I would like to have taped for district use:

The New Social Studies - Grade 1 (20 min.)

The New Social Studies - Grade 2 (20 min.)

The New Social Studies - Grade 3 (20 min.)

Social Studies - Grade 5 - An Inductive Approach (30 min.)

These programs were produced by the Bureau of Elementary Curriculum Development and are available at the BOCES film libraries.

APPENDIX W

West Islip Public Schools

PERFORMANCE OBJECTIVES FOR SOCIAL STUDIES - ELEMENTARY

1. Formulating, Justifying, and Testing the Validity of Concepts

Given a selection of items and ideas suggested by his peers, the student will:

A. Group the items or ideas in a variety of ways (formulating concepts)

B. Explain the reasons for the groupings (justifying concepts).

* C. Test the accuracy and validity of the groupings

2. Making and Testing Generalizations

Given a set of pictures, objects, and/or information about various topics, the student will:

A. Identify what the items have in common, and make an appropriate generalization on the basis of the commonality

B. Test the accuracy of the generalization on the basis of additional information

3. Gathering Information From a Variety of Sources

Given a particular topic or question, the student will:

A. Gather information on the topic or question from a variety of sources

B. Compare the information so gathered

C. Evaluate the reliability and authenticity of the sources of information

4. Taking Part in Group Discussions:

Given a group discussion situation, the student will demonstrate an ability to take part in the discussion by:

A. Presenting his own ideas

B. Demonstrating a willingness to expand and clarify his ideas

C. Listening to others

D. Commenting on, paraphrasing and building on the ideas of others

* Applies to intermediate grades

5. Taking Part in Group Activities

Given a group activity situation and minimal adult supervision, the student will demonstrate an ability to take part in an activity by:

A. Helping to establish the purpose and/or nature of the activity

B. Taking part in the activity

6. Problem Solving

Given a description of situations and/or events suggesting possible problems, either of an interpersonal or more broadly social nature, the student will:

A. Identify a possible problem or problems

B. Suggest possible solutions to the problem or problems

C. Suggest possible consequences of the proposed solutions

Feelings, Attitudes and Values

7. Feelings

Given an event or a description of an event involving persons, the student will:

A. Identify the various feelings a person or persons involved in the event may have experienced

B. Identify possible reasons for those inferred feelings

C. Identify possible future behaviors that may occur because of those feelings

D. Relate those feelings to his own experiences

8. Attitudes

Given an event or a description of an event involving persons, the student will:

A. Identify attitudes the person or persons involved in the event may seem to have

B. Identify possible sources of these attitudes

C. Identify possible future behaviors which may occur because of these attitudes

D. Relate these attitudes to his own experiences

9. Values

Given an event or a description of an event involving persons, the student will:

A. Identify the values the person or persons involved in the event may hold

B. Identify the possible sources of these values,

C. Identify possible future behaviors that may occur because of these values

D. Relate those values to his own experiences

10. Services Available to Persons

Given a description of some needs of both individuals and groups of individuals, the student will:

A. Identify existing services provided by various governments, business and labor groups, public and private organizations, and individuals that meet these needs

B. Identify why these needs must be met by various service organizations and agencies

11. The World of Work

A. Given a list of occupations, the student will place the occupations into appropriate occupational clusters

B. Given a description of a particular occupation or occupational cluster, the student will identify ways in which that occupation or occupational cluster is related to other occupations

C. Given a description of a particular occupation, the student will identify skills and competencies, as well as cognitive and affective factors

* D. Given a description of a particular school activity or area of learning, either cognitive or affective, the student will identify the relationship between that activity or area of learning and possible vocational,,avocational, or career pursuits

* E. Given a description of a particular occupation, the student will identify:

(1) Possible means of obtaining information about the nature of that occupation, and,

(2) various approaches to and skills for applying for a job related to that occupation

12. The Transmittance of Cultural Traits from Person to Person

A. Given a description of various social (cultural) behaviors, both individual and group, the student will identify the individuals or groups within that society or culture that may have affected those behaviors

* B. Given a list of statements concerning the transmittance of cultural traits, the student will identify those that are the more defensible from a social science standpoint

13. Adapting Biological Inheritances to the Environment

A. Given a description of a particular environment, the student with (a) identify ways in which man has adapted to that environment, and (b) demonstrate an understanding that these adaptions have resulted in similarities and differences

B. Given a list of statements concerning the effects of both heredity and environment on man, the student will identify those statements that are the more defensible from a social science standpoint

14. Comparative Cultures

A. Given a description of two cultures or subcultures, the student will identify: (a) some of the ways in which the two cultures or subcultures may differ and be alike; and (b) possible reasons for the similarities and differences, as measured by minimum criteria on an objectives-referenced test.

B. Given a description of a pluralistic society, the student will identify: (a) some of the groups, particularly ethnic, racial, and religious groups, that are a part of that society; and (b) how the various groups are alike and different.

* C. Given a description of some of the groups, particularly ethnic, racial, and religious groups, that may be a part of a pluralistic society, the student will identify: (a) the role such groups have played in that society; (b) some problems of prejudice and discrimination that may exist in terms of these groups; and (c) some possible means of overcoming problems of prejudice and discrimination

15. The Concept of Change

Given a description of an individual, a group of individuals, or an institution of government that has changed or is in need of change, the student:

A. Will identify those conditions and/or events that may bring about the need for change

15. The Concept of Change (continued)

B. Will identify the characteristics of that individual, group, institution, or government that may make changes either possible or very difficult

C. Will identify how the changes may be effected

D. Will identify possible consequences of various changes

16. Basic Concepts of History, Including the Concept of Chronology, Multiple Cause and Effect, and Historiography

A. Given a list of familiar events, either recent or historical, the student will place these events in chronological order

B. Given a certain event, either recent or historical, the student will identify several causes and several effects

* C. Given an account of an event or era, either recent or historical, the student will identify the possible values, biases, and viewpoints of the author of the account

17. The Nature of Rules and Laws

A. Given a rule or law, a student will identify:

(1) how that rule or law contributes to the well-being of individuals and society in general;

(2) in what ways the rule or law might be changed to improve it;

(3) what the consequences of such changes might be

B. Given a description of the changing needs and values of a group or of a society, the student will identify how the rules and laws of that group or society change to accommodate the new needs and values

* C. Given a description of a particular social system, the student will identify those groups or forces within that system that affect its rules and laws

18. Economic Choices Derive from Values and Affect Policy

A. Given a description of a country's resources, and also given a description of the needs of that country, the student will identify what seems to be important to that nation on the basis of the needs it chooses to meet with its resources

B. Given a description of a salable thing, the student will identify factors that affect its value

18. Economic Choices Derive from Values and Affect Policy (continued)

* C. Given a description of consumer actions and/or choices, the student will identify ways these actions and/or choices may affect the producer's product

19. Man's Use and Misuse of his Natural Environment

A. Given an illustration or a verbal description of the natural environment, the student will identify how man's basic needs have been met through the use or manipulation of the environment

* B. Given an illustration or a verbal description of man's use or manipulation of the natural environment, the student will identify possible consequences, both positive and negative, of that use or manipulation

20. Map and Globe Reading Skills

A. Given his local neighborhood, his school, and/or a classroom, the student will construct a simple map of that neighborhood, school, and/or classroom

B. Given a variety of common maps, the student will identify by name the types and/or varieties

C. Given a map and/or a globe, the student will interpret it by use of the key

* D. Given a map and/or a globe, the student will make observations and judgments as to how the geographic conditions of a certain area might affect the lives of the people who live there

APPENDIX X

West Islip Public Schools
Social Studies Steering Committee

A CHECKLIST FOR EVALUATING A SOCIAL STUDIES PROGRAM

NCSS Taskforce on Curriculum Guidelines

1.1	Are students involved in the formulation of goals, the selection of activities, and the assessment of curriculum outcomes?	1	2	3	4
1.2	Do the school and its teachers make steady efforts, through regularized channels and practices, to identify areas of concern to students?	1	2	3	4
1.3	Do students have choices within programs?	1	2	3	4
1.4	Do all students have ample opportunity for social studies education at all grade levels?	1	2	3	4
2.1	Does the program focus on the social world as it actually is?	1	2	3	4
2.2	Does the program emphasize prevasive and enduring social issues?	1	2	3	4
2.3	Does the program include analysis and attempts to formulate potential resolutions of present and controversial problems such as racism and war?	1	2	3	4
2.4	Does the program provide intensive and recurrent study of cultural, racial, religious, and ethnic groups?	1	2	3	4
2.5	Does the program offer opportunities to meet and work with members of racial and ethnic groups other than their own?	1	2	3	4
2.6	Does the program build upon the realities of the immediate school community?	1	2	3	4
2.7	Is participation both in school and out considered a part of the program?	1	2	3	4
3.1	Does the program emphasize valid concepts, principles, and theories in the social sciences?	1	2	3	4
3.2	Does the program develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data?	1	2	3	4
3.3	Does the program develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems?	1	2	3	4
3.4	Does the program draw upon all of the social sciences and the history of the United States and the Western and non-Western worlds?	1	2	3	4

*1 - Strongly, 2 - Moderately, 3 - Hardly at all, 4 - Not covered

Evaluation Checklist (continued)

3.5	Does the program draw from what is appropriate in other related fields such as psychology, law, communications, and the humanities?	1	2	3	4
3.6	Does the program represent some balance between the immediate social environment of students and the larger social world?	1	2	3	4
3.7	Does the program include the study of man's achievements and those policies contrary to present national goals?	1	2	3	4
3.8	Does the program include a careful selection of that knowledge of most worth?	1	2	3	4
4.1	Are objectives carefully selected and formulated?	1	2	3	4
4.2	Are knowledge, abilities, valuing, and social participation all represented in the objectives of the program?	1	2	3	4
4.3	Are general statements of goals translated into specific objectives conceived in terms of behavior and content?	1	2	3	4
4.4	Are classroom instruction and materials based upon clearly stated objectives?	1	2	3	4
4.5	Does classroom instruction enable students to see their goals clearly in brief instructional sequences and lengthy units of study?	1	2	3	4
4.6	Are objectives reconsidered and revised periodically?	1	2	3	4
5.1	Do students have a wide and rich range of learning activities appropriate to the objectives of their program?	1	2	3	4
5.2	Do activities include formulating hypotheses and testing them by gathering and analyzing data?	1	2	3	4
5.3	Do activities include the processes of making decisions about socio-civic affairs?	1	2	3	4
5.4	Do activities involve students in their communities?	1	2	3	4
5.5	Are learning activities sufficiently varied and flexible?	1	2	3	4
5.6	Do students perceive their teachers as fellow inquirers?	1	2	3	4
5.7	Are activities carried on in a climate which supports students' self-respect and opens opportunities to all?	1	2	3	4
6.1	Does the program have a wealth of appropriate instructional resources?	1	2	3	4

(1 - Strongly, 2 - Moderately, 3 - Hardly at all, 4 - Not covered)

Evaluation Checklist (continued)

6.2	Do printed materials accommodate a wide range of reading abilities and interests, learning activities, and sources?	1	2	3	4
6.3	Is a variety of media available for learning through many senses?	1	2	3	4
6.4	Do classrooms draw upon the contributions of many kinds of resource persons and organizations representing many points of view?	1	2	3	4
6.5	Do activities use the school and community as a learning laboratory?	1	2	3	4
6.6	Does the program have available many kinds of work space?	1	2	3	4
7.1	Does the program help students organize their experiences?	1	2	3	4
7.2	Are learning experiences organized in such fashion that students learn how to continue to learn?	1	2	3	4
7.3	Does the program enable students to relate their experiences in social studies to other areas of experience?	1	2	3	4
7.4	Does the formal pattern of the program offer choice and flexibility?	1	2	3	4
8.1	Is evaluation based primarily on the school's own statements of objectives?	1	2	3	4
8.2	Does assessment include progress in knowledge, abilities, valuing, and participation?	1	2	3	4
8.3	Does evaluation data come from many sources, inside and outside the classroom?	1	2	3	4
8.4	Are evaluation procedures regular, comprehensive, and continuous?	1	2	3	4
8.5	Are evaluation data used for planning curricular improvement?	1	2	3	4
8.6	Do evaluation data offer students help in the course of learning?	1	2	3	4
8.7	Are both students and teachers involved in the process of evaluation?	1	2	3	4
8.8	Is regular re-examination of basic curricular goals an integral part of the evaluation?	1	2	3	4

(1 - Strongly, 2 - Moderately, 3 - Hardly at all, 4 - Not covered)

Evaluation Checklist (continued)

9.1	Does the school provide appropriate materials, time, and facilities for social studies evaluation?	1	2	3	4
9.2	Do teachers try out and adapt for their own students promising innovations?	1	2	3	4
9.3	Are the basic purposes of social studies education as clearly related to the needs of the immediate community as to those of society at large?	1	2	3	4
9.4	Do teachers participate regularly in active social studies curriculum committees with both decision-making and advisory responsibilities?	1	2	3	4
9.5	Do teachers participate regularly in activities which foster their competence in social studies education?	1	2	3	4
9.6	Do teachers have social studies consultants available for help?	1	2	3	4
9.7	Can teachers and schools rely upon a districtwide policy statement on academic freedom and professional responsibility?	1	2	3	4

(1 - Strongly, 2 - Moderately, 3 - Hardly at all, 4 - Not covered)

APPENDIX Y

April 1, 1975

Dear Pilot Teachers:

In order to evaluate the Social Studies program you are using I am enclosing one of the tools we will utilize.

The "Rationale and General Objectives" (boxed) are taken directly from the Social Science Education Consortium Data Book.

Please check to what extent these objectives are being met for your children.

Please return this sheet to me by May 1 or sooner.

Thank you.

Andrew A. Recoraro

Andrew A. Recoraro, Chairman
Social Studies Steering Committee

_____ STRONGLY _____ MODERATELY _____ NOT AT ALL

NAME: _____

SCHOOL: _____ GRADE: _____

APPENDIX B

A SCALE TO MEASURE ATTITUDE TOWARD ANY SCHOOL SUBJECT
(Selected Questions)

Form A

Edited by H. H. Remmers

Age_____ Sex(circle) M F Grade_____ Date_____

Directions: Following is a list of statements about Social Studies. Put a plus sign (+) before each statement with which you agree.

1. _____ No matter what happens, this subject always comes first.
2. _____ This subject is profitable to everybody who takes it.
3. _____ Any student who takes this subject is bound to be benef
4. _____ All lessons and all methods used in this subject are cl and definite.
5. _____ I am willing to spend my time studying this subject.
6. _____ This subject will benefit only the brighter students.
7. _____ I am not interested in this subject.
8. _____ This subject is a waste of time.

APPENDIX AA

WITA

WEST ISLIP TEACHERS ASSOCIATION

Cheryl Yannello
Beach St. Junior High
West Islip,N.Y. 11795

Mr. Andrew Pecoraro, Principal
Manetuck Elementary School
West Islip,N.Y. 11795

Dear Mr. Pecoraro:

This letter is to confirm that the West Islip Teachers Association strongly recommended that all teachers cease all voluntary, non-contractual activities due to the impasse in negotiations which was initiated by the Board of Education.

The completion of survey or evaluation forms by teachers would be included under the heading of a voluntary activity.

Sincerely yours,

Cheryl Yannello

Cheryl Yannello, President
West Islip Teachers Association

APPENDIX BB

November 6, 1975

Selective Educational Equipment, Inc.
3 Bridge Street
Newton, Massachusetts 02195

Attention: Mark Hodin

Dear Mr. Hodin:

I would like to confirm our tentative date for the Family of Man workshop on Monday, January 19, from 3 - 5 p.m.

The format you suggested sounds fine. (Introduction, demonstration, small group participation)

If it is feasible to demonstrate more than one kit the following grade level designation is suggested:

Gr. 4 - Family of Early New England
Gr. 5 - Hopi Indian Family, or Quechua Family of Peru, or Algonquin Indian Family
Gr. 6 - Japanese Family, or Ashanti Family of Ghana, or Kibbutz Family in Israel, or Soviet Family in Moscow

Directions to the Westbrook School are enclosed.

Very truly yours,

Andrew A. Pecoraro
Chairman, Social Studies
Steering Committee

APPENDIX CC

Harcourt Brace Jovanovich, Inc.

757 THIRD AVENUE, NEW YORK, N.Y. 10017

HERBERT A. JULICH
Sales Manager, Elementary
EASTERN REGION

December 8, 1975

Mr. Andrew Pecoraro
Manetuck Elementary School
Van Buren Avenue
West Islip, New York 11795

Dear Mr. Pecoraro:

The page references which have been added to the twenty Performance Objectives for social studies, prepared by the West Islip Schools, suggest one or two places in the text where specific objectives could be developed. In no case do the page references exhaust all of the possibilities that exist for such development within each text.

It should be noted that no reference was made to the Teacher's Edition. A casual glance at the Teacher's Edition will show that an even larger number of references might have been made from the Teacher's Edition alone. These page references are meant to indicate only how thoroughly the objectives of the program match in intent the objectives listed by the West Islip committee.

The page references are from a single text, THE SOCIAL SCIENCES, CONCEPTS AND VALUES, Second Edition, Level Brown (Grade 6). The Fourth or Fifth Grade books would have been equally as rich in opportunities to develop the committee's objectives.

It should also be noted that no reference was made to the filmstrips or to the Student Activity Books that accompany THE SOCIAL SCIENCES, CONCEPTS AND VALUES, Grades 4 - 6.

I have attached to this letter an evaluation form which indicates in a precise way what the authors believed the teaching goals of the program to be. I have also attached a brief description of the filmstrips. You can see how they too fit the Performance Objectives you are working toward.

Lastly, I want to assure you that, if the committee would like more information, I would be most happy to set a date to meet with them.

Sincerely,

Herbert A. Julich

HAJ:am

two enclosures

APPENDIX DD

WNET/13
356 WEST 58 ST.
NEW YORK, N.Y. 10019
(212) 262-4200
EDUCATIONAL
BROADCASTING
CORPORATION

EDUCATION
DIVISION

December 9, 1975

Manetuk School
Van Buren Avenue
West Islip, NY 11795

Attention: Andrew A. Pecoraro, Principal

Dear Mr. Pecoraro:

Thank you for making it possible for me to meet informally with your teachers in order to complete the School Television Service's Teacher Feedback Survey for 1975-1976. All the teachers were very cooperative.

I will give the Performance Objectives for Social Studies, which you have designed for the fourth, fifth, and sixth grades to our Programming Department. Perhaps, it may prove helpful to them when they are previewing ITV series for those grade levels in Social Studies.

The entire survey will be completed by March 1, 1976. At that time you will be hearing from me again concerning the results and conclusions drawn as a result of the project.

I really enjoyed having the opportunity to spend the day at the Manetuk School. I will not forget your support and cooperation. If there is ever anything I can do for you in the future, please do not hesitate to call me.

Sincerely,

Anne Marie Santoro

Anne Marie Santoro
Utilization Coordinator

AMS:RM

ps: I have enclosed our brochure, which outlines the various workshops available from the School Television Service.

Enclosure

Recycled Paper

APPENDIX EE

November 22, 1974

TO: William Beck, Coordinator of Secondary Curriculum

FROM: Andrew A. Pecoraro, Chairman, Social Studies Committee

RE: Social Studies Curriculum Materials

I have enclosed copies of the Table of Contents from the Social Studies Curriculum Data Book (Social Science Education Consortium Inc., Boulder, Colorado). These evaluations apply from grades K - 12. I have also enclosed sample analyses for your information.

I would be happy to share these analyses of curriculum materials with you and your teachers in the junior and senior high schools.

Copy to Roger Wilson, Chairman, Social Studies Department

APPENDIX FF

April 9, 1975

TO: Roger Wilson, Cha. n - Secondary Social Studies

FROM: Andrew A. Pecorar tementary Social Studies
Steeri C mmittee

I have enclosed a copy of erspective: A Social Studies Handbook for Secondary Teachers, 7 - 12" which I recently received from the Social S s Consortium up-date service.

This looks like a valuable l for teacher training.

Copy to Mr. Beck, Secondary Coordinator

Zazzo Supplies
4-6
West Islip, New York

WEST ISLIP PUBLIC SCHOOLS
West Islip, Long Island, New York

Dr. Daryl W. Pelletier
Superintendent of Schools

Dr. Paul E. Kirdahy
Assistant Superintendent
for Elementary Education

This handbook represents the culmination of the research of the Social Studies Steering and Study Committees. The handbook is intended to serve as a teaching guide for implementation of the adopted social studies curriculum for grades 4 - 6. It will be revised on the basis of teacher feedback.

Andrew A. Pecoraro, Chairman
Social Studies Steering Committee
January 9, 1976

Steering Committee

Robert Gaggin
Rosalie Gianna
Carl Harris
Doni Judkowitz
Susan Levy

Study Committee

Mildred Andersen
Richard Carlsen
Frances Corcoran
Doris Jacobs
Elaine Klein
Genevieve Oliver

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INTRODUCTION

The achievement of the West Islip Performance Objectives is the goal of the social studies curriculum for grades 4-6. The objectives reflect the demands of contemporary thought in elementary social studies.

The recommended projects which have been field-tested and evaluated in West Islip satisfy the performance objectives.

The ecclectic model reflects the interdisciplinary requirements of the new social studies, including the areas of anthropology, economics, history, geography, political science, sociology, and social psychology.

The inquiry approach to learning pervades the program. Students completing the social studies program will have experienced several projects stressing the inductive approach to learning. One project, The Concept of Culture (Grade 5), provides children with experiences in deductive learning.

The model is designed to accommodate a variety of teaching styles, including individualization, contracting, team-teaching, small and large group instruction.

The performance objectives are minimal objectives to be achieved. The objectives should be refined to meet the specific needs of each class to respond to the variances in age, maturity, and ability of children.

Criterion-referenced tests designed to measure the attainment of the performance objectives should be developed by teachers for their grade level.

WEST ISLIP PUBLIC SCHOOLS
West Islip, New York

PHILOSOPHY OF SOCIAL STUDIES EDUCATION

1. It seeks to emphasize the teaching of concepts rather than the accumulation of data.

2. It seeks to provide all students with the values, skills, understandings, and knowledge needed to cope with the pressing social problems of our age.

3. It attempts to incorporate into the curriculum basic concepts drawn from the disciplines of anthropology, economics, geography, history, political science, sociology, and social psychology.

4. It attempts to develop skills and research techniques sequentially.

5. It attempts to provide learning activities that aim at conceptualization through the techniques of inquiry and discovery.

6. It emphasizes the use of multi-media resources.

West Islip Public Schools

PERFORMANCE OBJECTIVES FOR SOCIAL STUDIES - ELEMENTARY

1. Formulating, Justifying, and Testing the Validity of Concepts

Given a selection of items and ideas suggested by his peers, the student will:

A. Group the items or ideas in a variety of ways (formulating concepts)

B. Explain the reasons for the groupings (justifying concepts)

* C. Test the accuracy and validity of the groupings

2. Making and Testing Generalizations

Given a set of pictures, objects, and/or information about various topics, the student will:

A. Identify what the items have in common, and make an appropriate generalization on the basis of the commonality

B. Test the accuracy of the generalization on the basis of additional information

3. Gathering Information From a Variety of Sources

Given a particular topic or question, the student will:

A. Gather information on the topic or question from a variety of sources

B. Compare the information so gathered

C. Evaluate the reliability and authenticity of the sources of information

4. Taking Part in Group Discussions:

Given a group discussion situation, the student will demonstrate an ability to take part in the discussion by:

A. Presenting his own ideas

B. Demonstrating a willingness to expand and clarify his ideas

C. Listening to others

D. Commenting on, paraphrasing and building on the ideas of others

* Applies to intermediate grades

5. Taking Part in Group Activities

Given a group activity situation and minimal adult supervision, the student will demonstrate an ability to take part in an activity by:

A. Helping to establish the purpose and/or nature of the activity

B. Taking part in the activity

6. Problem Solving

Given a description of situations and/or events suggesting possible problems, either of an interpersonal or more broadly social nature, the student will:

A. Identify a possible problem or problems

B. Suggest possible solutions to the problem or problems

• C. Suggest possible consequences of the proposed solutions

Feelings, Attitudes and Values

7. Feelings

Given an event or a description of an event involving persons, the student will:

A. Identify the various feelings a person or persons involved in the event may have experienced

B. Identify possible reasons for those inferred feelings

• C. Identify possible future behaviors that may occur because of those feelings

D. Relate those feelings to his own experiences

8. Attitudes

Given an event or a description of an event involving persons, the student will:

A. Identify attitudes the person or persons involved in the event may seem to have

B. Identify possible sources of these attitudes

• C. Identify possible future behaviors which may occur because of these attitudes

D. Relate these attitudes to his own experiences

9. Values

Given an event or a description of an event involving persons, the student will:

A. Identify the values the person or persons involved in the event may hold

B. Identify the possible sources of these values,

C. Identify possible future behaviors that may occur because of these values

D. Relate those values to his own experiences

10. Services Available to Persons

Given a description of some needs of both individuals and groups of individuals, the student will:

A. Identify existing services provided by various governments, business and labor groups, public and private organizations, and individuals that meet these needs

B. Identify why these needs must be met by various service organizations and agencies

11. The World of Work

A. Given a list of occupations, the student will place the occupations into appropriate occupational clusters

B. Given a description of a particular occupation or occupational cluster, the student will identify ways in which that occupation or occupational cluster is related to other occupations

C. Given a description of a particular occupation, the student will identify skills and competencies, as well as cognitive and affective factors

* D. Given a description of a particular school activity or area of learning, either cognitive or affective, the student will identify the relationship between that activity or area of learning and possible vocational,,avocational, or career pursuits

* E. Given a description of a particular occupation, the student will identify:

(1) Possible means of obtaining information about the nature of that occupation, and,

(2) various approaches to and skills for applying for a job related to that occupation

12. The Transmittance of Cultural Traits from Person to Person

A. Given a description of various social (cultural) behaviors, both individual and group, the student will identify the individuals or groups within that society or culture that may have affected those behaviors

* B. Given a list of statements concerning the transmittance of cultural traits, the student will identify those that are the more defensible from a social science standpoint

13. Adapting Biological Inheritances to the Environment

A. Given a description of a particular environment, the student with (a) identify ways in which man has adapted to that environment, and (b) demonstrate an understanding that these adaptions have resulted in similarities and differences

B. Given a list of statements concerning the effects of both heredity and environment on man, the student will identify those statements that are the more defensible from a social science standpoint

14. Comparative Cultures

A. Given a description of two cultures or subcultures, the student will identify: (a) some of the ways in which the two cultures or subcultures may differ and be alike; and (b) possible reasons for the similarities and differences, as measured by minimum criteria on an objectives-referenced test.

B. Given a description of a pluralistic society, the student will identify: (a) some of the groups, particularly ethnic, racial, and religious groups, that are a part of that society; and (b) how the various groups are alike and different.

* C. Given a description of some of the groups, particularly ethnic, racial, and religious groups, that may be a part of a pluralistic society, the student will identify: (a) the role such groups have played in that society; (b) some problems of prejudice and discrimination that may exist in terms of these groups; and (c) some possible means of overcoming problems of prejudice and discrimination

15. The Concept of Change

Given a description of an individual, a group of individuals, or an institution of government that has changed or is in need of change, the student:

A. Will identify those conditions and/or events that may bring about the need for change

15. The Concept of Change (continued)

B. Will identify the characteristics of that individual, group, institution, or government that may make changes either possible or very difficult

C. Will identify how the changes may be effected

D. Will identify possible consequences of various changes

16. Basic Concepts of History, Including the Concept of Chronology, Multiple Cause and Effect, and Historiography

A. Given a list of familiar events, either recent or historical, the student will place these events in chronological order

B. Given a certain event, either recent or historical, the student will identify several causes and several effects

* C. Given an account of an event or era, either recent or historical, the student will identify the possible values, biases, and viewpoints of the author of the account

17. The Nature of Rules and Laws

A. Given a rule or law, a student will identify:

(1) how that rule or law contributes to the well-being of individuals and society in general;

(2) in what ways the rule or law might be changed to improve it;

(3) what the consequences of such changes might be

B. Given a description of the changing needs and values of a group or of a society, the student will identify how the rules and laws of that group or society change to accommodate the new needs and values

* C. Given a description of a particular social system, the student will identify those groups or forces within that system that affect its rules and laws

18. Economic Choices Derive from Values and Affect Policy

A. Given a description of a country's resources, and also given a description of the needs of that country, the student will identify what seems to be important to that nation on the basis of the needs it chooses to meet with its resources

B. Given a description of a salable thing, the student will identify factors that affect its value

18. Economic Choices Derive from Values and Affect Policy (continued)

* C. Given a description of consumer actions and/or choices, the student will identify ways these actions and/or choices may affect the producer's product

19. Man's Use and Misuse of his Natural Environment

A. Given an illustration or a verbal description of the natural environment, the student will identify how man's basic needs have been met through the use or manipulation of the environment

* B. Given an illustration or a verbal description of man's use or manipulation of the natural environment, the student will identify possible consequences, both positive and negative, of that use or manipulation

20. Map and Globe Reading Skills

A. Given his local neighborhood, his school, and/or a classroom, the student will construct a simple map of that neighborhood, school, and/or classroom

B. Given a variety of common maps, the student will identify by name the types and/or varieties

C. Given a map and/or a globe, the student will interpret it by use of the key

* D. Given a map and/or a globe, the student will make observations and judgments as to how the geographic conditions of a certain area might affect the lives of the people who live there

General Description of the Model Components

SUMMARY CHART OF PILOT PROGRAMS

Program	Discipline	Grade Level(s)	Length of Program	Teacher Training	Strategy
Univ. of Colorado Our Working World	Economics	4 - 6	Year	Manual Background in social science helpful No special teacher preparation necessary. (1)	Problem solving Significant orientation to future Major thrust is toward large and small group activity. Role-playing, committee work and class discussions. (2)
Univ. of Georgia Anthropology Curriculum Project	Anthropology	4 (5)	20-25 days; 50 min. daily	No special teacher training necessary.(1) Two volumes of teacher's background.(2) Material strongly recommended. (1)	Deductive approach (1)
Univ. of Michigan Social Science Laboratory Units	Psychology Sociology	4 - 6	Year Individual units	Manual Must use Unit 1 first. Teacher must be comfortable. (1) Record to accompany "The Teacher's Role in Social Science." (2)	Teacher should be comfortable with data gathering and analyzing, including observations, interviewing and questionnaire skills. (1)

SUMMARY CHART OF PILOT PROGRAMS (continued)

Program	Discipline	Grade Level(s)	Length of Program	Teacher Training	Strategy
Univ. of Michigan (cont'd.)				"Teacher's Guide one of the finest methods books available in Social Studies" - (Dr. David Welton, Syracuse Univ., 7-13-74)	Teacher should be comfortable with the scientific method of inquiry. (2) Scientific Analytical Reality-oriented
Univ. of Minnesota Family of Man	Inter-disciplinary	K-- 3 (4 - 12)	2-3 units per year	Rationale and Overview Edith West (1) Teacher's Resource Guide use urged to avoid using artifacts as playthings (2)	- Teacher should be comfortable with inquiry approach to learning. (1) Great emphasis in concept formation, categorization and generalization. (2) Inductive
Pflaum/Standard Dimensions of Personality	Human Relations Mental Health Values Education	K - 12	Year Individual units	Manual Encourage parent participation Teacher must be able to conduct discussions (1) Emphathize with student feelings (1)	Discussion Reading Deal with small group processes (1)

SUMMARY CHART OF PILOT PROGRAMS (continued)

Program	Discipline	Grade Level	Length of Program	Teacher Training	Strategy
San Francisco St. College Taba Program	Anthropology Economics Geography History Political Science Psychology Sociology	K - 7.	Year	A Teacher's Handbook to Elementary Social Studies: An Inductive Approach Two sets of teaching strategies cognitive - questioning, gathering facts, categorizing and finally making generalizations to a new situation. (2) Second set of teaching stretegies leads to affective development. Valuing and feelings of different people in a variety of situations are compared children make inferences. (2) The Taba Program does not require special teacher training (Patrick Henry, 11-74.) and (Roger Turk, 5-13-75; National S. S. Consultant, Addison-Wesley Pub. Co., Menlo Park, Calif. Requires teacher training - Dr. Jack Fraenkel, San Fran. St. College, 7-14-74.	Inductive Teachers urged to us additional resources listed in Teacher's Guide. (1) Creativity of teacher desirable (2)

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Teaching Strategies

The following chart developed by Dr. Jack R. Fraenkel (San Francisco State College) may be used as a guide for planning and evaluation of social studies activities which utilize inductive thinking.

Statement: Purpose of Activity

INTAKE (I)	ORGANIZING (O)	DEMONSTRATION (D)	CREATIVE (C)
Reading	Outlining	Role-playing	Solving problems
Viewing	Charting	Describing	Songs
Listening	Stating	Writing	Buildings
Tasting	Summarizing	Discussion	Writing letters
Touching	Diagraming	Drawing	Short story
Interviewing	Time Line	Story telling	Miming
Observing, Field Trip	Sorting	Building	Composing games
	Categorizing	Reporting	Role-playing
	Mapping	Explaining	Writing stories
	Question-Answer	Analyzing	Murals
	Question-asking	Demonstration	Cartooning
	Restating	Debating	Poems
		Photographing	Question-asking
		Sketching	

The purpose of the social studies activity should be stated. Intake (I) skills precede organization (O) skills. A variety of activities to demonstrate (D) the previous skills is suggested. Social studies activities should culminate with creativity (C) projects.

The chart is a teacher reference tool which should insure purpose, balance, and sequence of social studies activities.

Suggested Sequence - I,O,D,C, or I,O,I,O,D,D,C, or I,O,O,D,C,C, etc.

GRADE 4

OUR WORKING WORLD

Student Materials	Teacher Materials
University of Colorado Our Working World "Regions of the U. S." Lawrence Senesh Science Research Associates Chicago, 1973 Problem Book Social Science Satellite Kit (SSSK)	"Regions of the U. S." Teachers Research Guide Problem Book - Teachers Edition "New Paths in Social Science Curriculum Design" Lawrence Senesh

FAMILY OF MAN

Student Materials	Teacher Materials
University of Minnesota Family of Man Project Family of Early New England Media Kit XFENTG Selective Educational Equipment, Inc. Newton, Mass. 1973	Family of Early New England Teacher's Resource Guide XFEN01 "The Rationale and Overview of the Family of Man Social Studies Curriculum" - Dr. Edith West

PFLAUM

Student Materials	Teacher Materials
Dimensions of Personality "Here I Am" Walter Linbacher, Ph. D. Pflaum/Standard Dayton, Ohio 1969	"Here I Am" - Teacher's Edition Spirit Masters #10198

OUR WORKING WORLD

Teachers should use chapters of Our Working World as a framework to achieve the West Islip Performance Objectives. Chapters selected in Our Working World should be taught in their entirety.

Teaching Strategies

"Suggestions and activities to achieve the major concepts of each chapter appear in outline form in the teacher's manual. Specific objectives of Our Working World are listed on pp. 15-20.

Large and small group activities including role-playing, committee work and class discussion are suggested for successful implementation of the program."

Relationship Between Performance Objectives and the Our Working World Project

Grade 4

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concepts
10 - Services Available to People 13 - Biology & Environment 15 - Concept of Change 17 - Rules and Law 19 - Use and Misuse of Environment	I. Regions Made by Nature	1	Plains and Forest Regions	p. 38	In these regions man's activity is limited by climate, soils, and plant and animal life. If man does not respect these limitations, he may ruin the region.
13 - Biology & Environment 15 - Concept of Change 18 - Values, Economics, Policy 19 - Use and Misuse of Environment		2	Mineral Regions	p. 50	Minerals are made by nature and, unlike some other resources, cannot be renewed. Once they are mined, they are gone forever.
10 - Services Available to People 15 - Concept of Change 18 - Values, Economics, Policy 19 - Use and Misuse of Environment		3	River and Sea Regions	p. 64	Rivers are non-goal-oriented systems of nature that man must organize if he wishes them to serve his needs.
10 - Services Available to People 11 - World of Work 18 - Values, Economics, Policy 19 - Use and Misuse of Environment	II. Regions Made by Man's Work	4	The Manufacturing Region	p. 82	Regions where raw materials, workers, entrepreneurs, and savings come together are called manufacturing regions. In these regions, large cities grow and man's work dominates nature.

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concepts
12 - Transmittance of Cultural Traits 13 - Biology & Environment 15 - Concept of Change 17 - Rules and Law 18 - Values, Economics, Policy 19 - Use and Misuse of Environment	II (cont'd)	5	The South Central Region	p. 98	Some regions become rich by specializing in the exploitation of their natural resources and by keeping the profits of these industries in the region.
12 - Transmittance of Cultural Traits 13 - Biology & Environment 14 - Comparative Cultures 15 - Concept of Change 16 - History, Chronology, Multiple Cause & Effect 17 - Rules and Law	III. Regions Made by Culture	6	The Southern Region	p. 118	The South is a region held together by its cultural heritage but challenged by the economic, political and social forces from outside and from within the region.
12 - Transmittance of Cultural Traits 13 - Biology & Environment 14 - Comparative Cultures 15 - Concept of Change		7	The Four Corners Region	p. 134	The Four Corners Region, though one of the oldest and richest in culture, has shown little economic development because of its physical remoteness and differences from the rest of the country, where a strong emphasis is placed on competition and material success.

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concepts
14 - Comparative Cultures 15 - Concept of Change 16 - History, Chronology, Multiple Cause & Effect 17 - Rules and Law	IV. Regions Made by Government	8	California: Region of the Future	p. 150	An area all of which is governed by the same authority is a political region, which overlaps with other regions created by nature, man's work, and culture.
13 - Biology & Environment 14 - Comparative Cultures 16 - History, Chronology, Multiple Cause & Effect		9	Alaska: Frontier Region	p. 166	Frontier regions are usually isolated, underpopulated, and poor.
13 - Biology & Environment 14 - Comparative Cultures 15 - Concept of Change 17 - Rules and Law		10	Hawaii: Region with a Blueprint	p. 178	In some regions, the people, through their government, decided upon the goals their region should achieve in the future.
13 - Biology & Environment 15 - Concept of Change 19 - Use and Misuse of Environment	V. Regions Made by Problems	11	Appalachia: A Region Left Behind	p. 192	History, geography, and the way resources are used combine to keep some regions poor and backward.
9 - Values 12 - Transmittance of Cultural Traits 14 - Comparative Cultures 16 - History, Chronology, Multiple Cause & Effect 17 - Rules and Law		12	New England: Staying Up to Date	p. 208	New England has evolved a way of life that has influenced the entire nation and continues to do so.

NOTE: Performance Objectives 1, 2, 4, 5, 6, and 20 may be satisfied by all units.

FAMILY OF MAN

The Family of Man project should be taught in conjunction with Our Working World, Chapter 12 - New England: Staying Up To Date.

Teaching Strategies:

"The project places emphasis on concept formation, categorization and generalization. The inductive approach is an essential component of the program.

The Teacher's Resource Guide provides detailed strategies for teaching Unit 1 - 50. Objectives, content, and media are included for each unit. Behavioral Objectives are listed on pg. 16. General objectives of generalization, attitudes and skills are stated on pp. 17-18.

Units designed to satisfy specific performance objectives may be taught out of sequence."

The Relationship Between the Performance Objectives and Family of Man Project

West Islip Performance Objective	Unit	Family of Man Concept	Pages
2 - Generalizations	2, 3	Am Curious About Social Data and Human Behavior	24, 25
3 - Information Gathering	6, 7	Site Geography Differences	28, 29
10 - Services Available to People	31-36	Division of Labor Interdependence	54-59
11 - World of Work	37	Division of Labor Interdependence	60
12 - Transmittance of Cultural Traits	43,44	Socialization	66, 67
13 - Biology and Environment	24,25	Cultural Use of the Environment	47, 48
13 - Biology and Environment	28	Cultural Use of the Environment	51
14 - Comparative Cultures	20-23	Cultural Universals	43-46
14 - Comparative Cultures	26,27	Cultural Diversity	49-50
14 - Comparative Cultures	38-42	Norms, Values Socialization	61-65
14 - Comparative Cultures	45-47	Cultural Universals	68-70
14 - Comparative Cultures	49,50	Cultures are Unique and Universal	72, 73
16 - History, Chronology, Multiple Cause & Effect	4	Differentiation of past, present and future	26
20 - Map and Globe Skills	12-19	Maps, symbols Direction	35-42

Note: Performance Objectives 4, 5, and 6 may be satisfied by each unit.

DIMENSIONS OF PERSONALITY

Teaching Strategies

"Parent participation in the program is encouraged. (See Note to Parents, pg. 82.)"

Skill in the techniques of discussion and group processes are essential for the success of the program. The teacher must empathize with a respect children's privacy and feelings.

Units may be taught bi-weekly. It is not necessary to teach the chapters in sequence."

DIMENSIONS OF PERSONALITY

Relationship Between West Islip Performance Objectives and Dimensions of Personality Program

Grade 4

West Islip Performance Objectives	Chapter	Title	Key Concept
#7 - Feelings	2	Knowing I'm Alive	Awareness
	3	How Do I Know It's Morning?	Senses
	4	My Feelings Are Real	Emotion
	8	I Always Behave Myself	Behavior
	9	When I Cried for Help	Early Learning
	10	My "Mirrors"	Self-Image
#8 - Attitudes	7	How Different Are We	Prejudice
	5	The Body I've Inherited	Heredity
#9 - Values	Skillfully led class discussion of any unit will assist in value clarification.		

Summary Chart of Performance Objectives Attained Using the 4th Grade Our Working World, Family of Man and Pflaum Projects

	OWW	Family of Man	Pflaum		OWW	Family of Man	Pflaum
1	x		x	11	x	x	
2	x			12		x	
3	x	x		13	x	x	
4	x	x	x	14	x	x	
5	x	x	x	15		x	
6	x	x	x	16	x	x	
7	x			17	x		
8	x			18	x		
9	x			19	x		
10		x	x	20	x	x	

Grade 5

The Our Working World, Concepts of Culture, UCLA and Pflaum projects are recommended for grade 5.

Chapters within the units of Our Working World are related to common themes. Individual chapters within the region units need not be taught in sequence.

UCLA chapters related to Our Working World units appear in parenthesis on the following chart.

The Dimensions of Personality units may be taught bi-weekly in any sequence.

OUR WORKING WORLD

Student Materials	Teacher Materials
University of Colorado - Our Working World "The American Way of Life" Lawrence Senesh Science Research Associates Chicago, 1973	"The American Way of Life" Teacher's Resource Guide
Problem Book Social Science Satellite Kit (SSSK)	Problems Book - Teachers Edition "New Paths in Social Science Curriculum Design - Lawrence Senesh

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UCLA

Student Materials	Teacher Materials
University of California at Los Angeles "Your Rights and Responsibilities As An American Citizen" A Civics Casebook Charles N. Quigley Ginn and Company Lexington, Mass. 1972	"Your Rights and Responsibilities As An American Citizen" A Teaching Guide

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Georgia

Student Materials	Teacher Materials
University of Georgia Anthropology Curriculum Project "The Concept of Culture" Pupil Text, Pub. # 16 Pupil Study Guide, Pub. #17 University of Georgia Athens, Georgia, 1965	Concepts of Culture Teacher's Background Material: The Arunta, The Kajak, The American

Pflaum/Standard

Student Materials	Teacher Materials
Dimensions of Personality "I'm Not Alone" Walter Limbacker, Ph. D. Pflaum Standard Dayton, Ohio 1969	"I'm Not Alone" - Teacher's Edition Spirit Masters #10197

UCLA

Teaching Strategies

An overview of teaching strategies is provided on pg. 2 of the teaching guide.

The UCLA project chapters related to Our Working World units appear in the following chart in parentheses.

Relationship of West Islip Performance Objectives and the Our Working World Project

Grade 5

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concepts
12 - Transmittance of Cultural Traits 14 - Comparative Cultures 16 - History, Chronology, Multiple Cause & Effect	I. Shaping The Social System	1	The Land and the People	p. 26	The motivation of the first arrivals and their attitudes toward the land and its inhabitants helped shape the evolving social system.
8 - Attitudes 9 - Values 13 - Biology & Environment 17 - Rules and Law 18 - Values, Economics, Policy 14 - Comparative Cultures		2	Virginia	p. 36	Much of the conflict in early Virginia grew from the inconsistencies prevalent in a social system that demanded basic human rights, yet based its structure on class distinction and slavery.
17 - Rules and Law 9 - Values 8 - Attitudes		3	New England (UCLA - Unit III - Freedom of Religion)	p. 46	The social system begun by the Pilgrims was influenced by Puritan values and then refined, through dissension, into a system based on freedom of religion and popular democracy.
8 - Attitudes 12 - Transmittance of Cultural Traits 9 - Values		4	Pennsylvania	p. 56	Some of the goals of William Penn's "Holy Experiment" were compromised by the reality of life in the New World, but many basic Quaker beliefs survived.

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concepts
8 - Attitudes 9 - Values		5	Ideas That Shaped the Social System	p. 66	The philosophy of Enlightenment, which contradicted the social values on which most European social systems had been based, strongly influenced the colonists' ideas of the structure the American social system should take.
17 - Rules and Law 18 - Values, Economics, Policy 15 - Concept of Change 16 - History, Chronology, Multiple Cause & Effect		6	The Struggle to Build a Nation (UCLA - Unit I - Liberty Under Law)	p. 74	The social system imposed on the colonies by British rule failed to reflect the changing needs and desires of the colonists, who challenged the system and wrote the Declaration of Independence to explain the reasons for their revolt and to establish basic principles for a new social system.
17 - Rules and Law 16 - History, Chronology, Multiple Cause & Effect 9 - Values	II. The Emerging Social System	7	How People Were Governed: The Political Subsystem (UCLA - Unit I - Liberty Under Law)	p. 86	The failure of the Articles of Confederation to provide a viable means of government necessitated the formation of a strong central government. The U.S. Constitution provided a detailed structure for a strong yet flexible political system.

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concepts
18 - Values, Economics, Policy 11 - World of Work 16 - History, Chronology, Multiple Cause & Effect		8	How People Made Their Living: The Economic Subsystem	p. 98	The economic problems faced by the United States in its early years structured the formation of an economic system based on economic freedom and regional specification.
12 - Transmittance of Cultural Traits 14 - Comparative Cultures 13 - Biology & Environment 16 - History, Chronology, Multiple Cause & Effect		9	How People Lived: The Cultural Subsystem	p. 112	The cultural system that emerged in the new nation reflected American attitudes about the social structure as a whole. It grew from diverse ideas and ways of life but was unified in the common belief in human progress based on hard work.
13 - Biology & Environment 14 - Comparative Cultures 10 - Services Available to People 9 - Values 8 - Attitudes		10	How People Behaved: The Sociological Subsystem	p. 126	The sociological system that emerged in the new nation developed from the beliefs held by early Americans which were, in turn, influenced by the environment they lived in.
16 - History, Chronology, Multiple Cause & Effect	III. Testing the Social System	11	Alexander Hamilton and the Good Society	p. 140	Alexander Hamilton tested the social system. He tested the idea that the government should not support any group at the expense of another group in society.

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concepts
17 - Rules and Law	III.(cont'd)	12	The Dorr Rebellion (UCLA - Unit IV - Equal Protection of the Law)	p. 146	Thomas Dorr tested the social system. He tested an idea stated in the Declaration of Independence. The Declaration says that a government gets its power from the consent of the governed. And if the government does not satisfy the people, it is their right to change it or to form a new government.
14 - Comparative Cultures 15 - Concept of Change		13	Hinton Rowan Helper and the Book That Caused a Storm	p. 150	Hinton Rowan Helper's book presented ideas that tested the social system. His ideas tested the Southern belief that slavery was important to the development of the country.
17 - Rules and Law 15 - Concept of Change 14 - Comparative Cultures		14	Secession Tests the Social System	p. 156	The secession of the Southern states tested the social system. Secession tested the idea of federalism - the belief that the national interest is more important than sectional or state interests.

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concepts
15 - Concept of Change 19 - Use and Misuse of Environment	III	15	The Chicago World's Fair of 1893	p. 164	The world's fair of 1893 was a symbol of new ideas that tested the social system. These ideas tested the belief that scientific progress would lead to a better life for the American People.
14 - Comparative Cultures 18 - Values, Economics, Policy		16	The Dillingham Commission	p. 168	The Dillingham Commission's findings tested the social system. They tested the belief that the United States should be open to immigration of all peoples, regardless of their race, religion, or country of birth.
15 - Concept of Change 17 - Rules and Law		17	Alice Paul and Her Ladies (UCLA - UNIT IV - Equal Protection of the Law)	p. 174	Alice Paul and her ladies tested the social system. They tested the system's belief in liberty, justice and equality for all.
17 - Rules and Law 8 - Attitudes		18	The Palmer Raids	p. 178	The Palmer raids tested the social system's belief that a person is considered innocent until he is proven guilty. The raids tested the idea that guilt or innocence must be decided in a court trial.

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concepts
18 - Values, Economics, Policy	III	19	The Great Depression and F.D.R.	p. 184	The Great Depression tested the social system. It tested the belief that the government which governs least governs best.
15 - Concept of Change 16 - History, Chronology, Multiple Cause & Effect		20	LaGuardia Fights the Machine	p. 194	Fiorello LaGuardia tested the social system. He tested the belief that political leaders should be chosen by the people, not by a boss. He tested the idea that elected officials should work for the people as a whole, not for a small group.
15 - Concept of Change 18 - Values, Economics, Policy		21	Martin Luther King and the Bus Boycott (UCLA - Unit IV - Equal Protection of the Law)	p. 198	Dr. King and the blacks of Montgomery tested the social system. They tested the belief that the United States Constitution is the supreme law of the land, which must be obeyed even if it goes against the customs of a region.
18 - Values, Economics, Policy 15 - Concept of Change		22	The Steel Crisis of 1962	p. 204	President Kennedy tested the social system belief that what is good for business is good for the country.

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concepts
14 - Comparative Cultures 12 - Transmittance of Cultural Traits	III.	23	Blacks Challenge the Social System UCLA - Unit IV - Equal Protection of the Law)	p. 212	The struggle for black power tested the social system. It tested the belief that all men are created equal and have certain rights that cannot be taken away.
17 - Rules and Law 9 - Values 18 - Values, Economics, Policy	IV. The Social System: Present and Future	24	How People are Governed Now: The Political Subsystem UCLA - Unit I - Liberty Under Law)	p. 222	The U.S. Constitution, on which our political system is based, has provided the flexible strength necessary to maintain a viable representative democracy despite the complex problems found in meeting the needs and demands of a growing and diversified nation.
18 - Values, Economics, Policy 9 - Values 16 - History, Chronology, Multiple Cause & Effect 19 - Use and Misuse of Environment		25	How People Make Their Living Now: The Economic Subsystem	p. 234	The entrepreneurial system followed by the United States has resulted in considerable economic growth through manufacturing and mass production but has also caused serious problems.

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concepts
18 - Values, Economics, Policy 12 - Transmittance of Cultural Traits 9 - Values	IV.	26	How People Live Now: The Cultural Subsystem	p. 244	The population growth and the shift from rural to urban/suburban living, plus advances in science and technology and the development of mass-media communication, have resulted in an American culture quite different from that of two hundred years ago.
10 - Services Available to People 14 - Comparative Cultures 9 - Values		27	How People Behave Now: The Sociological Subsystem	p. 256	The positions and roles individuals fill in society today are vastly different than they were two hundred years ago and tey are, in many ways, truer reflections of the basic American ideas of freedom, equality, and the individual's right to be judged by his actions rather than his class status at birth.
15 - Concept of Change 17 - Rules and Law		28	The Social System in the Year 2000	p. 266	The future will bring about many changes in the political, economic, and cultural systems.

GEORGIA

Teaching Strategies

Page 67 of the practicum contains an overview of the Georgia project. The project is designed to be taught sequentially during a one-month period.

Relationship Between the West Islip Performance Objectives And The Georgia Project

West Islip Performance Objectives	Concept of Culture
12 - Transmittance of Cultural Traits From Person to Person	Chapter II - Enculturation
14 - Comparative Cultures	Chapter III - Cultural Universals and Cultural Variations
15 - The Concept of Change	Chapter V - Culture Dynamics

DIMENSIONS OF PERSONALITY

Teaching Strategy

"Parent participation in the program is encouraged. (See Note to Parents, pg. 82)

Skill in the techniques of discussion and group processes are essential for the success of the program. The teacher must empathize with a respect children's privacy and feelings.

Units may be taught bi-weekly. It is not necessary to teach the chapters in sequence."

DIMENSIONS OF PERSONALITY

Relationship Between West Islip Performance Objectives and Dimensions of Personality Program

Grade 5

West Islip Performance Objectives	Chapter	Title	Key Concept
#7 - Feelings	4	What I Think of Myself	Self-Image
	6	When I Feel Jealous	Sibling Rivalry
	7	Feelings and the Family	Respecting Emotions
	11	The Need to Belong	Belonging to the Classroom Group
	12	Growing Up Safe	Security
#8 - Attitudes	Skillfully led class discussion of any unit will satisfy the attitudes performance objective.		
#9 - Values	14	The Price of Belonging	Individual vs. the Group
	15	Torn Two Ways	Family vs. the Group

Summary Chart of Performance Objectives Attained Using the 5th Grade Our Working World, Georgia, Pflaum and UCLA Projects

	OWW	Georgia	Pflaum	UCLA
1	x		x	
2	x			
3	x			
4	x		x	x
5	x		x	
6	x		x	x
7			x	
8	x		x	x
9	x		x	x
10	x			
11	x			
12		x		
13		x		
14	x	x		
15	x	x		x
16	x			
17	x			x
18	x			
19	x			
20	x			

Grade 6

The Our Working World, Michigan Social Science Laboratory Units, and Pflaum projects are recommended for grade 6.

Chapters within the units of Our Working World are related to common themes. Individual chapters within the region units need not be taught in sequence.

The Michigan Unit One is a prerequisite to the other units.

Dimensions of Personality units may be taught bi-weekly in any sequence.

OUR WORKING WORLD

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Problem Book Social Science Satellite Kit (SSSK)	Problem Book - Teacher's Edition
	"New Paths in Social Science Curriculum Design" - Lawrence Senesh

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MICHIGAN

Student Materials	Teacher Materials
University of Michigan Social Science Laboratory Units Lippitt, Fox and Schaible Science Research Associates Chicago, 1969	Social Science Laboratory Units Teacher's Guide
	Social Science Resource Book Records (4)
	"The Teachers' Role in Social Science Investigation"

PFLAUM

Student Materials	Teacher Materials
Dimensions of Personality "Becoming Myself" Walter Limbacher, Ph. D. Pflaum Standard Dayton, Ohio 1969	"Becoming Myself" - Teacher's Edition Spirit Masters #01963

OUR WORKING WORLD

Teaching Strategies

Suggestions and activities to achieve the major concepts of each chapter appear in outline form in the teacher's manual. Specific objectives of Our Working World are listed on pp. 15-21.

Large and small group activities including role-playing, committee work, and class discussion are suggested for successful implementation of the program.

Relationship Between Performance Objectives and the Our Working World Project

Grade 6

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concept
16 - History, Chronology, Multiple Cause & Effect 17 - Rules and Law 15 - Concept of Change 8 - Attitudes	One - Political Regions of the World	1	France: Modern Nation-State	p. 38	France demonstrates how a modern nation-state based on territorial sovereignty developed from a feudal system.
18 - Values, Economics, Policy 16 - History, Chronology, Multiple Cause & Effect 8 - Attitudes 12 - Transmittance of Cultural Traits 11 - World of Work		2	The Commonwealth: A Political Superregion	p. 52	Nations that grew rich and powerful by establishing world-wide empires are seeking new relationships in the world as former colonies gain independence and promote their own interests.
12 - Transmittance of Cultural Traits 14 - Comparative Cultures 9 - Values 15 - Concept of Change		3	Nigeria: Rich Land, Poor Unity	p. 68	Nigeria is a former colony that gained its independence peacefully but faces extreme difficulties in uniting diverse tribal loyalties into a single political community despite its potentially strong economic foundation.

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concept
16 - History, Chronology, Multiple Cause & Effect 13 - Biology & Environment 12 - Transmittance of Cultural Traits 14 - Comparative Cultures 9 - Values 19 - Use and Misuse of Environment	One (cont'd.)	4	Isreal: Strong Unity, Poor Land	p. 80	The Jewish people have established a nation unified by an intense feeling of political community despite a weak economic foundation
12 - Transmittance of Cultural Traits 14 - Comparative Cultures 15 - Concept of Change 17 - Rules and Law 9 - Values	Two Cultural Regions of the World	5	Islam: Obedience to Allah	p. 100	The Islamic religion is a dominant force in an area from Africa to Indonesia affecting the way of life of the residents of the nations within this region and influencing these nations relations with the rest of the world.
12 - Transmittance of Cultural Traits 9 - Values 14 - Comparative Cultures 15 - Concept of Change		6	Hindu-Buddhist Region: Reaching for Perfection	p. 112	The Hindu and Buddhist religions are based on beliefs in nonviolence, man's ability to better himself, and the importance of the individual's search for perfection.

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concept
12 - Transmittance of Cultural Traits 18 - Values, Economics, Policy 14 - Comparative Cultures 17 - Rules and Law 13 - Biology & Environment 9 - Values	Two	7	China: Search for Harmony	p. 126	The culture of today's China is based on beliefs rooted thousands of years in the past: the necessity of attaining and maintaining harmony between man and nature, and the subordination of individual self-interest to the welfare of the group.
16 - History, Chronology, Multiple Cause & Effect 13 - Biology & Environment 14 - Comparative Cultures 15 - Concept of Change		8	The Slavic Region: Europe's Shatter Zone	p. 142	The Development of the Slavic culture was dominated by geographic conditions that resulted in vulnerability to invasion and a strongly agrarian way of life.
11 - World of Work 18 - Values, Economics, Policy 15 - Concept of Change	Three Economic Regions of the World	9	The Common Market: From Many to One	p. 160	The European Economic Community represents a model for the unification of many market-oriented economic systems based upon equal participation of member nations.
18 - Values, Economics, Policy 16 - History, Chronology, Multiple Cause & Effect 11 - World of Work		10	Common Market: East European Version	p. 174	Comecon represents a model for the unification of many planned economic systems and shows the problems of unequal power as the community is dominated by the U.S.S.R.

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West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	
18 - Values, Economics, Policy 13 - Biology & Environment 19 - Use and Misuse of Environment	Three	11	The Oil Region of the Middle East	p. 184	The Middle East, the major supplier of oil to the rest of the world, earns a large income; but many Middle Eastern countries do not show a corresponding standard of social development.
13 - Biology & Environment 19 - Use and Misuse of Environment 16 - History, Chronology, Multiple Cause & Effect 14 - Comparative Cultures 15 - Concept of Change		12	Japan: From Rising Sun to High Noon	p. 198	Japan is an example of a nation that is rapidly increasing its industrial potential by developing an economic system depending on international trade, skilled human resources, and advanced technology. Like other industrial nations it is facing the social as well as economic costs of such development.
12 - Transmittance of Cultural Traits 18 - Values, Economics, Policy 19 - Use and Misuse of Environment		13	Latin America: A Problem Region	p. 214	Latin America's evolution as an economic region with the commonality of underdevelopment is the result of powerful cultural forces rooted in its heritage.

West Islip Performance Objectives	Unit	Chapter	Title	Teachers Manual	Major Concepts
15 - Concept of Change 12 - Transmittance of Cultural Traits	Four Toward One World	14	Networks: Pulling Regions Together	p. 234	The networks of communication, transportation, and international businesses, tied together by urban anchor points, shrink the world and increase the interdependency of the regions of the world and each region's sensitivity to forces and changes occuring anywhere on the earth.
6 - Problem Solving 8 - Attitudes 18 - Values, Economics, Policy 17 - Rules and Law		15	Conflicts: Causes and Solutions	p. 248	Conflict is a permanent characteristic of society which man must learn to control, eliminating the causes of destructive conflict whenever possible and utilizing peaceful methods of conflict resolution.
19 - Use and Misuse of Environment 15 - Concept of Change 13 - Biology & Environment		16	Spaceship Earth: Our Only Home	p. 266	The ecosystem of spaceship earth is composed of delicately interrelated natural and man-made subsystems that must be kept in balance, in the face of man's increasing ability to effect imbalance, if the spaceship is to survive.

MICHIGAN

Teaching Strategies

Unit One is a prerequisite to the six other units. The students are introduced to the techniques utilized by social scientists to investigate human behavior.

Units 2 - 6 may be taught out of sequence.

Relationship Between West Islip Performance Objectives and the Michigan Social Science Laboratory Units

West Islip Performance Objectives	Unit	Title	Key Concepts
3 - Information Gathering 9 - Values 2 - Generalizations 1 - Validity of Concepts	One	Learning to Use Social Science	Data collection (Observation, interviews, questionnaires) Value judgments, generalization, inferences, cause and effect.
8 - Attitudes 9 - Values 14 - Comparative Culture	Two	Discovering Differences	Biological, cultural differences stereotyping
7 - Feelings	Three	Friendly and Unfriendly Behavior	causes and effects of kindness and cruelty
13 - Biology and Environment	Four	Being and Becoming	growth interaction between heredity and environment
4 - Group Discussions 5 - Group Activities	Five	Individuals and Groups	dynamics of the group process
6 - Problem Solving	Six	Deciding and Doing	decision -making related problems
4 - Group Discussions 8 - Attitudes	Seven	Influencing Each Other	basis of social power

PFLAUM

Teaching Strategy

Parent participation in the program is encouraged. (See Note to Parents, pg. 204).

Skill in the techniques of discussion and group processes are essential for the success of the program. The teacher must empathize with and respect children's privacy and feelings.

Units may be taught bi-weekly. It is not necessary to teach the chapters in sequence.

DIMENSIONS OF PERSONALITY

Relationship Between West Islip Performance Objectives and Dimensions of Personality Program

Grade 6

West Islip Performance Objectives	Chapter	Title	Key Concept
#7 - Feelings	1	Finding My Feelings	Emotion as a Driving Force
	2	Speaking Without Words	Expression of Emotion
	3	How I Feel Now	Dominant Emotions
	4	My Feelings Are Divided	Ambivalence in Family Relationships
	6	Learning to be a Friend	Feelings About Friends
	8	I Don't Like Me	Self-Dislike
	9	If I Dislike Myself	Consequences of Self-Dislike
	13	My Emotional Growth	Emotions Change With Growth
#8 - Attitudes	Skillfully led class discussion of units will satisfy the attitudes performance objective.		
#9 - Values	5	Learning Where I Stand	Competition & Cooperation

Summary Chart of Performance Objectives Attained Using the 6th Grade Our Working World, Michigan and Pflaum Projects

	OWW	Michigan	Pflaum		OWW	Michigan	Pflaum
1	x	x	x	11	x		
2	x	x		12	x		
3	x	x		13	x		
4	x	x	x	14	x		
5	x	x	x	15	x	x	
6	x	x	x	16	x		
7	x	x	x	17	x		
8	x	x	x	18	x		
9	x	x	x	19	x		
10	x			20	x		